

The Principle of Global Axiology in the formation of philologocentric culture versus TMSC-TMGC/ purposes

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Abstract: The title in question, in the content way, demonstrates that the main purpose of interdisciplinarity/trans disciplinarity, which concerns us in the general pre-university, university, postgraduate educational context: philology, ethics, aesthetics, logistics, pedagogy, psychology, historiology, sociology, philosophy of science, philosophy of creativity/beauty - philosophy and axiology of education, philosophy of the arts, is one of advancement in professional specificity, *from TMSC to TMGC*.

Geared towards the targeted engagement, *philologocentric training in the format of preoccupation transgressiveness*, is defined as representing in completeness the following advantages:

- Open multidisciplinary/intertransdisciplinary curricular process of value efficiency-self-efficiency: interest-effort-knowledge-value judgment;
- Engagement in experiential-exertive self-evaluation: return-elevation;
- Axiological product in the making, centered on the formation/exercise of the specific creative style: subject-object, object-subject of quality – principle, project, experience;
- Advancement in the phenomenal: from authentic to universal;
- Art of professional fulfillments: from TMSC to TMGC.

The alternation of *multiple intelligences* (J.P. Guilford) - *multiple graces* (L.C. Botezatu), throughout the content of this presentation, is mobilized by the streamlining of the integrationist-associationist relationship: TMSC–TMGC to the revaluation of the estimative potential, in the permanence of MVPF – MECA.

Keywords: PAG, TMSC, TMGC, interdisciplinarity, trans disciplinarity, educational culture.

Abbreviations:

PAG – Principle of Global Axiology;
PLS – Principle of the Sovereign Inner;
PLA – Principle of Free Will;
PRF – Principle of Formative Responsibility;
TIM – Theory of Multiple Intelligences;
TGM - Theory of Multiple Graces;
MAS – Method of Structural Analysis;
PDD - Principle of Dignity of Becoming;
PDF - Didacticist-philologocentrist Principle;
POE - Principle of Exercised Originality;
PRE - Principle of Returning to Essence;
PRF - Principle of Formative Responsibility;
PRV - Principle of Value Resignation;
PPA - Principle of Authentic Overflow;

PLSF – Logical-Semantic and Functional Principle;
 MVPF – Methodology of the Vehiclement of Formative Potentials;
 MECA – Methodology of Evidence of Axiological Accomplishments;
 TMSC – Theory and Special Methodology of Creativity;
 TMGC – Theory and General Methodology of Creativity;
 THI-DOR/Interpretative Grace Technique – Longing,
 SAS – Actional Strategic Supports

1. The Principle of Global Axiology in Value Unity of meaning / love - the primary stimulus of the will to achieve /

The main indication of the power of love, for us, in the myoritic space, is longing - pleasure in a multiple converting meaning: the pleasure of movement, the pleasure of sacrifice, the pleasure of pain, the pleasure of giving, the pleasure of creation, of creation-procreation, admiration, measurement, knowledge, evolution - self-evaluation, resignation, change... It is from this perspective of the fullness of self-evidence, therefore, of the pleasure of living, the "philosophy of value" consciously/unconsciously centered on PAG, recognizes, has always recognized the two scholarly criteria of evidence of the self's presence in the creative: autonomy and the absolute.

Therefore, advancing in the mihaicipmoian phenomenal, by thinking and practicing, starts from the authentic towards the universal.

Thus, throughout the present investigative-realistic discourse, "The Principle of Global Axiology in the Format of Philologocentric Culture", we have assumed the responsibility to confirm this truth.

2. Evaluation – self-assessment of creativity

"The true starting point, the quintessence of all creativity research lies in the analysis of creative products, the identification of the aspects by which they are distinguished from more common creations."/ Mac Kinnon

Taking into account the four displays of psychometric research recommended by the "Creativity Manual" under the coordination of Robert J. Sternberg: 1. *the creative process*, 2. *personality factors*, 3. *creative behavior*, 4. *characteristics of the creative product and of the environment that stimulate creativity* in our engagement [23], the quality of the entire creative process TMSC (MVPF-MECA) is directly dependent on the exercise of the possibilities of integration/finding oneself in the functional, vis-à-vis the multiple graces/multiple action-strategic efforts in the resignation of multiple intelligences. Moreover, the creative product, as such, bears the expression of integrality: multiple intelligences - multiple graces, vis-à-vis the interpretative contribution of the Gestalt theory and, of course, of the comparativist - associationist one as a whole.

In this format, we aim to demonstrate that the formative estimation process focuses on testing, the experimental implementation of various types of tests: "creativity tests", intelligence tests, "tests for evaluating the creative process/product", "tests of divergent and convergent training" in accordance with the evidence of managerial grace in behavior.

Therefore, "diagnostic tests - prediction of possibilities" fully postulate the articulation of the formative unit in accordance with the positioning of the Romanian-Bessarabian expert Eugeniu Coșeriu (*Yes - No - Something else*), encouraging/mobilizing the entire process of singular-plurality to the work of self-efficiency, self-revalorization in performance "*Human, horizon of mysteries* / L. Blaga - *Human, horizon of Great Virtues* / L.C. Botezatu". It is from this perspective of design/realization, streamlining the process of becoming, that we draw special attention to the signs made by the German Robert J. Sternberg to Mac Kinnon, "*the true starting point, the quintessence of all creativity research lies in the analysis of creative products, the identification of the aspects by which they are distinguished from more common creations.*" / *ibid. "Manual of creativity"* [23].

Thus, the illustrious competitor encourages us to be actively aware, by understanding that the main indication of diagnosing - predicting the level of educational-creative capacity of those enrolled in university studies has, must take place, at the stage of starting the studious youth in the first university cycle - bachelor's degree. We do this by taking into account the finalities obtained early in the baccalaureate exam plus our initial testing (the student's desire

to study Romanian philology at the National Culture department) - the prediction of the increase in the student's level of capacity as a creative product of the first year of study in the permanence of obtaining the average in all curricular courses of the chosen field, with reference to the futurological finalities of the last year of study. Also, to the achievement - the defense in the second cycle of the master's thesis of philologocentric culture - in awareness of climbing the steps of transcendence into the phenomenal.

Or, this must be the complementary purpose of the TMSC - TMGC frequency in what we realize the format of the specific professional culture - philologocentric culture in response to the apparent need to join the method of external evaluators, in relation to which the informed researchers are advancing in innovation with ever other variants of measurement – estimation of creativity – of the creative product in particular.

Due to the fact that, according to the confessions of M.C. Pherson, (1963; Shapiro, 1970) an absolute, indisputable criterion for evaluating creativity, motivational, has not yet been discovered. In our interpretation, the problem of the appreciative criterion, vis-à-vis MVPF-MECA, can find an effective solution by observing *the Law of Unity through Love – the Law of the fullness of God in the ten commandments of the Bible together with the ten exegetical possibilities of the PAG*. Thus, each possibility – PAG in the framework of interpretative exegeses from case to case includes, in the situational, self-evaluatively represents the criteria of estimative subordination of the two basic criteria of creativity well-known in the world of science: *Autonomy and the Absolute*. This is to understand in consensus how much the Law of Unity through Love can do for us, "those at the plowshares", professionally and educationally, a law to which today, through the activities of the specific scientific preoccupation that she currently makes available, the young researcher from the ASM/Academy of Sciences of Moldova, Ana Sârbu, refers. [22]

While the absolute is required to circumscribe the percept of the pleasure of continuous rediscovery of the self on the route of the "column of infinity" in the perpetual pursuit of the ideal, autonomy plays its estimative-self-estimative effect in the pen of the power of efficiency/self-efficiency of the evolutionary-self-evaluative path; continuous transgression of the self into the productive. Thus aware, the two criteria of evidence of the exercisable value format autonomy-absolute are called to oscillate daimonically - phenomenally between authentic and universal. Or, the main formula of advancement in the processual-criteria must consist in the plenitude of a continuum "go-come" in the conventional, type "*small game-big game*": *Self - Socium / PLS - PAG*. In other words, the pleasure of giving, in self-estimative scope, "positively conditions self-evaluation, not evaluation." We are convinced that the control made/executed on order, according to the observations of the experts called upon, in the Creativity Manual, "harms creativity a lot". This is the reason for our contribution to the valorization of the PAG in education. However, autonomy and the absolute remain the top appreciative criteria of the creation-integration format in the productive, greatly facilitating confidence in one's own capabilities, the courage of achievement through self-evaluation. In summary, "*A reaction or a product is creative when informed observers independently establish this*" [1].

As far as we are concerned, the efficiency of the external evaluators' method is representative of the reviews made on the different types of theses of the achieving subjects. In this sense, we come up with the following synthesis: the capacity for creative product can be attributed only to that value prominence that obviously provides the possibility of inspiring new achieving engagements.

Another method of assessing creativity is the method of implicit theories, set theory, in particular. Citing Sternberg [1987, p. 16] we see that "In the study of implicit theories, the intention is to identify stereotypes in order to discover how people process information... in order to discover where we need to intervene", according to us, at the level of TIM/Gardner-TGM/ L.C. Botezatu, what efforts have we made and what have we chosen...?! Or, according to the same Sterenberg: "understanding implicit theories regarding creativity will facilitate both the management and the estimation of efforts to cultivate creativity" [ibid. 23, p. 59].

The subject of quality in the hypostasis of the availability of managerial capacities to value correlation: TIM - TGM is the measurement of transcending the object-subject of education into a creative value product/into the subject of the quality of the self through those achieved in the first-person singular and plural; it is the measurement of the effort made in unique achievement terms.

It is worth noting that, in general, in the philosophy of education at the level of PAG "10-to-10"[8. p.4; p. 30.], in the psychopedagogy of the formation of philologocentric culture, there is a plea for the implementation of five

methods of appreciation/measurement - encouragement of creativity, which we consciously practiced through MVPF, "6-to-6"-MECA-TMUVS:

- a) *Attitudinal method;*
- b) *Implicit theories/set theory method;*
- c) *Self-efficacy/self-efficacy of becoming method;*
- d) *Aptitude method/THI – LONGING;*
- e) *External evaluators method. [9.p27-28.]*

As a crown of the theories and methods "implicit" in the creative, in our preoccupation area together - of the students, trainees, teachers from the U.S. Comrat National Culture department, we frame TMSC in a single exercisable: aptitude/intelligence - attitude/movement, grace, grace, gratitude, gracefulness.

The MVPF-MECA correlation in this specific-educational ensemble intones an implicit systemic attitude of special intellectualization: "aesthetic sense and imagination, abilities, decisions, flexibility in thinking, insight, desire for achievement, recognition, intuitiveness, curiosity, exercising, responsibility" [5].

The complex format movement/creation - intelligence - achievement - self-esteem in our concerns, Einsteinian thinking and practicing, requires, first of all, the guarantee of conditions/a favorable space for the development/development of the investigation in the key to the traditional imperative: *How do we do it?*

3. Advancement into the phenomenal from the authentic to the universal

The possibility of returning to the essence comes to state that the entire range of the present exegetical core PAG: 1) awareness of the truth of becoming - retrospective of self-creations; 2) from the authentic to the universal; 3) promotion of good through what is; 4) exercise of virtue as decisive global integrity; 5) in the beginning was the Word... /The Book of books, reason for value conformity; 6) free will - criterion of responsibility for self-fulfillment incites to awareness of the paideia certainty „*the human being must grow in accordance with the laws of his own existence*“, according to Aristotle said: "Happiness consists in knowing yourself." Or, only by consciously forming the skills of returning to the essence of human identity, the individual accesses the path of knowledge and externalization of the self in the remark of "transforming being into becoming".

The revaluation of unsuspected interiorizations is an action of honorable circumscription of the self in the space, mode and time of value of the Great Graces/Great Virtues through free will/free consent in perpetual access to the authentic. Grace, engaged in retroaction as a modern educational technology in an open curricular system: pre-university-university-post-university, keeps track of the retrospective of self-creations, so that between the lecture and the seminar/s a constructive feed-back relationship coexists/one lecture to two-three practical/seminar activities. For example, the module, "Adverb-Miss Grace of the elegance of becoming" ends with the self-evaluation (diagnosis-prognosis) of the subject-object competences of the action on a certain formative segment of the specific characterological authentic format (space-time-way) with reference to free will, distinct evidence of the possessor of the managerial art, in particular, on the entire segment of the curricular trajectory: starting/diagnosis-practice-prognosis/excellence; synthesis: objectives-finalities.

This is the task of the concerns at the Romanian Philology Department: the formation of philologocentric culture, the emphasis in the morphology classes of the Romanian language on the possibility of returning to the morphemic essence of the spoken and written word, therefore, integration in futurological - exercisable syntax, in continuous connection to the PAG:

- Awareness of the authenticity of becoming;
- Reason and revelation - permanencies of human identity;
- Practicing virtue as decisive global integrity.

3.1. The adverb - Miss Grace of the elegance of becoming

The entire circuit of the study of the grammar of the Romanian language at an open morpho-syntactic level: hours of grace - hours of free will represent an integral, orienting process of self-awareness of the self on the evolutionary-self-evaluative scale: space-time-mode; regulation of cause by effect, thus defining itself as a coordinating link of the philologocentric process in crescendo.

- The hours of free will are classified as hours of awareness/self-awareness of the self on the stage of becoming, starting each time a new beginning, a new formative module in conscious decision-making evidence:
 - Taking attitudes, focused on cause-effect/objectives - finalities: disciplinarity, interdisciplinarity, transdisciplinarity;
 - Testing-estimation of competitiveness criteria: I - THAT - THAT ONE, from Human - horizon of mysteries towards Human - horizon of Great Virtues (Education and Creation tables and schemes).
- Connection to PAG - connection to the ideal of professional culture formation from the perspective of TMSC in the permanence of THI-LONGING (p.19): autonomy-absolute.

4. Language syntax – synthesis of the value axis /Theoretical-praxiological reviews at the department/

Therefore, the relevant part of the syntax course includes plausible exercises/synthesizes of a unitary syncretic system research - synthesis - application. From this perspective, the present approach focuses on the interrelation of objectives-finalities in the completeness of competencies:

- Initial - representative / at the level of disciplinarity;
- Analytical - syncretic / at the level of interdisciplinarity;
- Valuable - divinatory / at the level of transdisciplinarity.

We state that the exercisable preference in supporting group projects, vis-à-vis the realization of the case study *The logical-semantic and functional principle in the syntax of the Romanian language*, we give only to the third competency format - transdisciplinarity:

- integration into the sphere of scientific research;
- initiation into theoretical - praxiological;
- supporting/advancing options;
- awareness of one's own self-regulatory formation;
- focusing on value-divination: design, research, presentation of research projects based on the case study;
- evidence of the formation of managerial skills in supporting Group Projects N.1, N.2 and N.3.

Synthesizes

The skills trained within the *curricular activities* "PLSF in the syntax of the Romanian language" fully demonstrate:

- self-competitive skills;
- co-interested interrelation: the degree of preparation, effort, confidence in one's own forces;
- high climate of lucrative employment;
- deliberative atmosphere;
- motivational attitudes: PLSF-PAG.

5. PLS-PLSF-PAG correlation in text syntax

Testing-self-estimation of the level of intellectual preparation of students on the account of individual work (10+10 hours) in the estimative format: MVPF-MECA in the purpose compartment was carried out regularly by each of the

15 undergraduate students. Accumulation of the percentage of what the text syntax represents - synthesizing the value axis lists 100%:

- Within the *grace hours*/introduction to the study, *at the level of diagnosing the competencies* of those involved demonstrated: 40%, 20% (art of the word) + 20% (pedagogical art; while 20% of the respondents demonstrated a lack of originality in motivating the last pairs of methods in the MVPF conceptualizing format”6-to-6”, regarding which fact this urged them to concrete initiatives, to choose effective ways out of the impasse of the philologocentric format. At the given moment, a special role was played by the principle of responsibility regarding self-efficacy - the mobilizing focus on MECA.
- Thus, having arrived (curriculum) within the last type of hours - *free will hours*, in terms of *finalities*, the students demonstrated a progressive advantage of 60% - > 80%+10% = 90%.
- At the total estimated level: grace hours - free will hours, the quota of 70-75% was reached - progressive finality on the formative - situational scale TMS.
- Transcendence in the phenomenal (in concrete situations) starts with the taking of attitudes - priority start of engagement in aptitude - pedaling on the go (staged) on the technique of interpretative grace in the race to solve the problem situation at the moment, therefore, the realization of the case study envisaged in coordinative terms: PLS – PLSF - PAG.

6. For an integrated philologocentric culture

Supporting group projects, based on the case studies carried out, demonstrated high integrative capacities of professional training:

I. At the level of the art of the word

- *Being speaks phenomenologically Mibaicimpoian from the authentic to the universal;*

II. At the level of paideia art

- *Integrative principles of professional training*

III. At the level of synthesizing the value axis

- *The logical-semantic and functional principle in phenomenal syntax format.*

Available references:

Project No. I. *Being speaks phenomenologically Mibaicimpoian....*:

- A. The principle of the sovereign interior in the poetry of Nichita Stănescu;
- B. The principle of the sovereign interior in the ballad "Master Manole";
- C. The work of the principle of the sovereign inner in the poetic art of Eminescu and Blaga;
- D. PLS - evidence of the myoritic in space-time.

Project No. II. *Integrative principles in professional training:*

- A. PLSF in the conception of the Prague school;
- B. PLSF in the interpretation of the Bessarabian linguist Anatol Ciobanu;
- C. The structural-grammatical principle/PSG;
- D. The principle of global axiology - the second skeleton of the human being.

Project No. III. *Synthesis of the axis of values - from authentic to universal - versus for an integral philologocentric culture:*

- A. Motivation - retrospective and prospective of the formation of the philologist teacher;
- B. The correlation PLS-PLSF-PAG at the intersection of authentic-universal;
- C. PAG-MECA at the cause of axiological completions;
- D. Only for an integral philologocentric culture.

N.B!

In supporting the projects of this case study, it was necessary to use as a priority active-interactive methods and techniques effective in the formation of intellectual potential; involving the individual in the act of learning, offering him optimal conditions for the development of thinking, flexibility, creativity, inventiveness; provoking interest in his own development. A special role in this regard is played by the training of the following personality factors: verbal, perceptive, psychometric, directly relevant to the three interpretative functions of creativity: psychological, pedagogical, social.

Conclusions

The deliberations highlight the need to further perfect the philologocentric culture (in perspective view) of productive unity of the interpretative binomial: *MVPF "6-to-6"* in continuous manifestation *subject-object, objects-subjects of quality*:

- Through the prism of *the principle of the sovereign inner* and the *logical-semantic and functional one of the grammars of the language*, the penultimate level of structuralist analysis, the linguistic-literary analysis, has the appropriate axiological preponderance. It is the fact through which the whole (format-content) claims its right to value self-determination.
- *The PLS - PLSF correlation* obliges to enter the classes with a philologocentric profile not with scattered statements of the text, but with entire postulates of roundness of living and feeling, twinning of the sovereign interiors in the Word (author-receiver-declamatory-manager), where each syntactic unit in part and with all together breathe the echo of a single voice – the voice of the creative spirit. There, where the dispersed subject of the predicative/predictive nuclei, in essence, acquires the dimension of the interpretative unicum.
- *The principle of the sovereign inner, the principles of several sovereign inners*, according to Mihaicimpoi's remark, is/are potentiated in the art of the reflection of the self to carry, at the level of the datum-given, both the measurement of the differentiated level of capacity of each separate individual, as well as of the entire collectivity carrying an authentic spirit, of unique origin.
- Activating, through the prism of the principles referred to, volens-nolens, we connect ourselves to the PAG on the basis of which we motivate the need to activate specifically the fourth level of structural-phenomenal exercise of the text – *the level of evidence of the authentic overflow* - excellence in the phenomenal.
- The *PLS-PLSF-PGr.* co-relational duel is of the engagement of the *philologocentric formation* to the work of resigning professional culture in reversible-irreversible simultaneously: form-content/content-form; characterological *operation PLA/individual perspective of engagement* in social-connection to PAG, to the three functions of creativity in exercise.

7. Challenges in phenomenal

The purpose of the challenges in phenomenal aim to awaken the temptation of self-format through the knowledge-reception of the overall work of the masters of the artistic pen: Mihai Eminescu and Nicolae Dabija at (distance between lives) on the one hand, and on the other hand - emphasizing the level of evidence of the interpretative style: author-receiver-manager.

The challenges in phenomenal, opposite the text interpretation - *grammatical, psychological/technological, imagistic, phenomenal* - are exercised in accordance with the characteristics of MAS/the structuralist analysis method in the evidence of the four levels of integrative analysis:

- a) The phonological level;
- b) Morphosyntactic level;
- c) Imagistic level;
- d) Phenomenological level.

7.1. MVPF "6-to-6"

Based on the designed - practiced approach (bachelor's - master's - continuing education) the motivations complement the pursued goal:

- a. *Bachelor's degree - IV year*: Theory of literature/ Literary text - complex value sign (first semester);
- b. *Specialty didactics and quality management* (second semester).

When asked what lessons from Nicolae Dabija's novel can be useful to us, the students list several pieces of evidence that are being resolved, regarding the presumptions created in favor of renaming the novel "I curse you to fall in love with me". More effective seem to be the ones from the version that math teacher Oana Nour was thinking about - "A textbook of love":

First semester - 02.2% voted yes, 6% - no, undecided -1.8%.

- What are the characterological motivations of the indices in question?
- Those marked by the test: Yes, No, Else.

Second semester- For yes - 03.2%, for no - 5%, undecided - 1.8%. The motivations are diverse:

- This anthology cannot be considered a textbook, because, first of all, it is a novel, it belongs to a specific literary genre and species: anthological novel - epic genre.
- Secondly, the definition of a textbook must include some functions/rigors specific to the structuring of a scientific-didactic model with the scoring of specific teachings.

Master's degree. After completing the curriculum "*Philosophy and axiology of education*", in a conceptually integral sense we are convinced that the philosophy of education is a philosophy of science, a philosophy of communication, a philosophy of beauty, a didactics of art, in the first year, at this stage the recipients conclude that a textbook of love must provide supplementary characteristics for defining the subject of quality in a multiple representative manner: author-receiver-trainer; architect-builder; doctor/doctor-professor = TEACHER/Manager. In this manner, 72% of 100% of those tested said yes; for no - 3%, undecided - 0.7%; In the second year, for yes = 96%, for no - 0.1%, undecided - 0%.

What we practiced here (through the submitted-accomplished tasks) represents nothing more than a game of conscious return to the effects of the types of testing carried out each time within the related course in an exercisable sense: the small game - the big game.

Thus, we prove once again that TMSC is implicit/inevitably involved in the formation of a specific professional culture on merit.

The courses on Affective Syntax and Literary Stylistics in the syncretized - synthesized Nicolaiedabijian format have the following achievement yield:

For yes - 88% with reference to the specific individual style of the one who possesses it - the style of the era - the style of the author. "*The Third Eye*" (N. Dabija) - a risk; "*I curse you to fall in love with me*" /N. Dabija [14] - a performance risk; interethnic coexistence: Moldovans - Rroms - a risk; the occasional mention of that ethnic group from southern Bessarabia (Gagauz) that does not find its proper place in this novel is also a risk. The question is: *What made Dabija submit to overcoming this multiple fear of risk*, in such a complicated novel in form, as well as in content like "I curse you to fall in love with me"?

- Nothing else but the love of doing it; divine love, great writerly intelligence, excellent coverage of the entire creative format – the Great talent - is the answer. Hence the trend – "*For a textbook of love...*"

Within the course of literary aesthetics, the subject of the quality of the literary work in the manifestation of the author-receiver accumulated 80%.

Didactics of the specialty and quality management - at the MVPF correlative level (six-to-six/mastery of literary art - mastery of pedagogical art) is converted into didactics of the art of becoming; hermeneutic-hermetic managerial path: education-creation = philologocentric culture with the understanding that a good textbook can be considered

the one that provokes the manifestation of skills; to value competitiveness in the completeness of objectives - finalities; knowledge-self-knowledge; evolution-self-evaluation; starting a new beginning - a challenge staged in the phenomenal.

These beliefs were trained in the formative at the level of university study courses included in the number of hours of the curriculum at the department.

Thus, 8.9% - 90% of the respondents finally opted for *a textbook of eternal love*. This is to be one of the most important challenges in the world of knowledge/living the authentic overflow against the interpretative unicum - WE.

Now, only in this way do we define the unity of ethical-aesthetic value in the permanence of the two guiding wills: ours (each one individually) and ours of all together (socially-collectively), according to the observations of the German Münsterberg and measurable, according to us, in the context of the ten normative possibilities of PAG: return – elevation, opposite to MVPF, „6-to-6” in value evidence of: human being as a producer – human being as a consumer of values, human being as a product creator; Human being - horizon of the Great Virtues in the permanence of dexterities:

- Thirst for risk;
- Defeating/overcoming the fear of risk in constructivist permanence;
- Satisfying the thirst for communication/information, knowledge, decision-making, creation-resignation;
- The correlation of the unique and the interpretative unique: creator-creation, creation-creator, individual creativity - collective creativity;
- The Creator – projection of the group/collectivity from which he comes, advanced to the peak state of fulfillment.

We derive this truth precisely from the prominent work of our Romanian writers: Lucian Blaga, Ion Druță, Grigore Vieru, born-bred, by nature, in the Space of the Sublime Myoritic.

8. On opinion positions

The right to opinion of those who have been in the undecided position for a long time, then surprisingly – decided, demonstrated a yield of value evidence of approximately 96% - 100%:

- **The main reason** - the mutual work of experiencing the entire formative process that we have achieved/are achieving for several years of *academic study, bachelor's-master's degree, continuing education*, are the favors of the action-strategic efforts of the last two theories of creativity (of the recent ones - ten): TSC-TGC their conversion into TMSC and TMGC, vis-à-vis the work/governance through/in itself of *the Law of Unity through Love*, the first remedy for solving *the crisis of lost unity* in professional specificity.
- **Challenges in creativity**, each time, put both:
 - those who are decided and those who are undecided in presenting solutions in risk situations;
 - the author of the work of art - the receiver-consumer of art;
 - the manager of the quality of education - subjects/objects of the action in the evolutionary-self-evaluative;
 - the one who continuously learns to learn himself and to teach others;
 - all those prone to continuous valorization-revalorization;
- **Challenges in phenomenal** are effective for those who are initiated into understanding that *only through effective means, great goals are achieved*.

At the head of the table of preoccupation efforts, the following are increasingly insistently making their place:

- Interpretative Grace Technique / *THI- Longing*
- The *Law of Unity through Love*: love your neighbor as yourself and love your competitor as well.
- That *"plan by which education must be guided"* - a principle of complete divination;
- A *"Rod of the shepherd"* of the authentic race - law of great creative achievements;

- "Science without religion is lame, religion without science is blind" - the uniqueness of Einstein's wisdom;
- *The Principle of Global Axiology* - "the backbone of the entire human race".

9. General yield of the increase of educational powers

Summary scheme -1

Formation of the philologic culture accessed on PAG: TMSC/MVPF "6-to-6"		
Specific individual style	Managerial style	Professional style
Bachelor's degree – 65 -75%	Master's degree – 75-85%	Continuing education courses – 85-90- 100%
Operational reason I <ul style="list-style-type: none"> ➤ Specialty didactics and quality management; ➤ MVPF: Feedback in EI-ELA: <ol style="list-style-type: none"> 1. Romanian grammar; 2. Morphology and syntax; 3. Romanian language and multilingualism; 4. Romanian literature: ancient, classical; contemporary; 5. Literary theory; 6. Theory and methodology of evaluation; 7. Five evolutionary-self-evaluative methods of value estimation. 	Operational reason II <ul style="list-style-type: none"> ➤ Philosophy and axiology of education; ➤ Didactics of the specialty, didactics of the literary text: <ol style="list-style-type: none"> 1. MVPF „6-to-6”/ <ul style="list-style-type: none"> - mastery of the art of the word; - mastery of the art of pedagogical art; 2. Linguistic identity and multiculturalism; 3. Affective syntax and literary aesthetics; 4. Stylistics – TMUVS; 5. The Educational System at European Standards; 6. Evaluation of the educational curriculum. 	Operational reason III <ul style="list-style-type: none"> ➤ Current status of the didactics of the specialty; ➤ Didactics of inter-trans-disciplinarity: <ul style="list-style-type: none"> - pedagogic disciplines; - psychological disciplines; - humanities disciplines; - exact disciplines. • Set theory/ theory of implicit methods: TIM-TGM; • 4 methods of measuring creativity: MVPF-MECA-TVSM- TMUVS; • Five evolutionary-self-evaluative methods; • Transcendence TMSC in TMGC.

Of the above, the first two chapters of the current investigation are focused on the theoretical, the next seven on the praxiological, the last on the finalities.

The praxiological chapters being constituted on a bi-structured philologocentric engagement at the level of focusing on linguistic and literary-artistic education, based on the challenges in the phenomenal, on the prominent work of the most talented thinkers and designers in the field. In an integrative context, the five evaluative-self-evaluative methods practiced by us enjoy a certain value efficacy.

For example, the attitudinal method, from the very beginning, creates its aptitude perspective, vis-à-vis the method of efficiency-self-efficiency (see [9] p.301-302/Chapter IX), vis-à-vis the possibilities of creative formation - return to the heterogeneous essence of the identity specific - Longing in a substantial sense - verbally adverbialized, literal and figurative preface of the phrase of the set theory method/implicit theories: TIM-TGM, in the appropriate priority of the intelligence tests YES, NO - ELSE - on Coserian grounds, especially in chapters VII-VIII-IX [9]. Special priority in this integral format, having, of course, the Kantian principle - the principle of autonomous responsibility.

9.1. The yield of the increase in formative potentials at the level of the intelligence tests *Yes-No- Else*, Theory and Method section

In Chapter VII of *The Principle of Global Axiology. The Special Theory and Methodology – The General Theory and Methodology of Creativity* [9], *Literary aesthetics at the mercy of activated beauty*:

Variant I:

- ❖ Sample I - for YES: 50%, No: 0%, Other: 50%
- ❖ Sample II- for YES:24%, No:0%, Other:42%

Variant II:

- ❖ Sample I - for YES: 63%, No: 0%, Other: 30%
- ❖ Sample II- for YES: 50%, No: 0%, Other: 50%

The yield of the increase in formative potentials in samples I Yes-Other, Variant I is welcome. The high equivalence of creative-intuitive potentials in samples II, Variant II: 50%-50%.

This is the priority of increasing the coordinative advantage of the five evolutionary-evaluative methods practiced on the lucrative platform: the attitudinal method, the implicit theories/set theory method, the self-efficacy/self-efficacy of becoming method, the aptitude method/interpretive grace technique – *Longing*, the method of external evaluators.

In Chapter VIII of the same monography from above [idem 9], named *Mythological motifs in the perspective of TMGC*, we have:

Summative testing: YES – NO - ESLE/ in the format MECA-MVPF; THI-LONGING.

Subsummation: Minimum level of competence on the subject in the incipient formula - 50%.

- ❖ Evaluation I - initial. Both variants demonstrate the subminimum of evidence.
- ❖ Evaluation II - final. Both variants demonstrate exceeding the minimum of evidence.
- ❖
 - Yes: $72.5\% + 14.2\% = 86.7 + 1p$.for originality = 9.7p.
 - No: $1.05 + 0.04 = 1.09$. The accumulated score does not complete 20%, therefore, the 2 points for lack of originality are not added to the overall score -10. The originality of something else +1 remains in force = 9.7p.

The gap in joint effort made at the co-report level for the estimations I and II is, approximately, one of the maximum powers. This demonstrates the subsummations on the scoreboard - the advantages of the subject of quality in constitutive value integrity: philologocentric culture.

In the Chapter IX of the above monography [idem 9], named *Specialty Didactics - Art of Interpretation*, at the level of generalization, estimation of creative skills, we have:

Table No. 2: Chapter IX. Specialty Didactics - Art of Interpretation

At the level of generalization, estimation of creative skills	%
YES	50%
ELSE	50%
NO	0%
TOTAL: YES - ELSE	100%
The score is increased (+2) depending on the motivational power of the evidence to which reference is made.	

Through their structural-content format, the *Yes – No – Else* intelligence tests have a generalizing character, with reference to the efficiency of the five evolutionary-self-evaluation methods practiced:

- Attitudinal method;
- Implicit theories method;
- Becoming self-efficacy method;
- Aptitude method;
- External evaluators method.

The test in question is a priority for the evidence of the professional - managerial competency format, in relation to the course requirements, employed on the MVPF “6-to-6” - MECA in phenomenal availability: THI-LONGING/TMSC-TMGC.

It is welcome that more than half of the respondents were included in the tendentious positioning of *Else*, which factually proves the evidential power of the interpretative grace.

The evidence of the test format *Yes - Else* progresses with the deciphering-enciphering of the key terms - *pleasure (longing)* on the MECA evaluative - self-evaluative scale. Now, we enthusiastically conceive the exercise of a new interpretative advantage in the I cycle - bachelor's degree with the start of the literary aesthetics course, directly focusing on the MVPF “6-to-6”.

The qualifier – Else comes to express the tendency of the level of increasing the capacity to solve the crisis of the lost unity in educational philosophy and found in phenomenal Philo-logocentricity. Chapter 10 generalizes what for us, in a paideia integrative manner, represents the didactics of interpretative art.

9.2. PAG versus MVPF - constructive-self-evaluative epicenter

Throughout the educational-creative process (starting, practicing, completing) self-evaluation is adapted to the condition: Making measurable what cannot be measured/SAS No. 1-10.

Each SAS, in part, constitutes a measurable motivation in the sense of the effort made to achieve the expected goal centered on the three corresponding displays of THI - LONGING.

Summary scheme No. 3:

SPECIALTY DIDACTICS – THE ART OF INTERPRETATIVE DIDACTICS

MVPF “6-to-6”

/ INTERACTIVE FORMAT/ *Philo-logocentric re-sign*

Quality subject					
PVC					
TAC	TMUVS	TAP			
6. 100%	TVGA	-	TESMV	100%	6.
5. 90%	TPA	-----	Producer	-----	TGA 90% 5.
4. 80%	TM	-----		-----	TIM 80% 4.
3. 70%	TS	-----	Manager	-----	TÎS 70% 3.
2. 60%	TE	-----		-----	TDR 60% 2.
1. 50%	TP	-----	Receiver	-----	TSC 50% 1.
N.R.	”6 “		MVPF	”6 “	N.R.

Key terms:

SC	- Subject Quality
PVC	- Complex Value Product
TAC	- Theories of the art of the word / TCL - theories of the literary text
TAP	- Theories of the pedagogical art / TE - theories of education
TMUVS	- Theory of Movement in Value Unit of Meaning

MVPF "6-to-6" - Methodology of the Vehiclement of Formative Potentials
N.R. - Serial number

Quality subject

TAC

TAP

1. TP - theory of paradoxes
2. TE - emphatic theory
3. TS - social theory
4. TM - metaphysical theory
5. TPA - theory of authentic overflow
6. TVGA - theory of axiological global vision

1. TSDC - stage theory of cognitive development
2. TDP - theory of psychological development
3. TIS - theory of sociocultural learning
4. TIM - theory of multiple intelligences
5. TGM - theory of multiple graces
6. TESMV - theory of excellence in the space of the Great Virtues

The conclusions of the chapters, the general conclusions of the present investigative approach, by synthesis, represent the constructive stances of the subjects of the action, which measurably highlight those steps, those "systematic reflections on educational problems in order to discover a principle of coherence in the global field of thought and experience to which they adhere"/A. Niskier, *"The Philosophy of Education"*, p. 279, so that finally we can highlight the warnings of the Romanian expert C. Cucos: *"No matter how much we hide, our truth comes out"*. We decide that the relativistic circuit in exercised crescendo (depth - surface) carries the burden of the prominence of the professional style - specific in the complementary prevalence of MVPF "6-to-6" (pedagogical art - art of the word) - MECA in excellence on the rotary-transgressive: TMSC - TMGC.

Chapter III [9], for example, by its very title, urges us to return once again to the essence of our constructive concerns - see pages 116 -138 of this publication. Table No.4: THI-DOR/ LONGING evaluation strategy "3-on-3 in 3" in progress towards MVPF "6-on-6".

As for chapter IV, "Philologocentric culture - hermetic-hermeneutic interpretative concept" (p.147-148), the integrality of hours of grace-hours of free will demonstrates axiological fulfillment at the level of 70-75% = comparatively reaching a gratifying finality on the situational-evolutionary scale: PAG-TMSC. Each theory in the MVPF "6-to-6" interpretative set (through the netherworlds of content finalizations with individualized reporting to the TIM-TGM set theory) includes a certain specific number of evaluative - self-evaluative descriptors.

NB! The coordinative advantage of the prominence of the quality subject: TAC-TAP (within the same MVPF) from 50% - 95~100% occurred/is occurring with the permanence of the efficiency of the last pairs of theories (5 and 6) currently active: TAC = TPA-TVGA and TAP = TGM-TSMV in promoting the Poincarian truth: intuition works - logic demonstrates, cataloged by THI-DOR/ LONGING as right, the prime factor for measuring the immeasurable pleasure of giving on the world's value board.

In the professional context of education - creation, the basic function of the MVPF "6-to-6" proves to be, on the one hand, a predominantly syncretic one, intensifying the act of training students/trainees of a transversal interdisciplinary culture, on the other hand - a *synesthetic one* - univocal interpretative art in the sense of the triple manifestation of the subject of quality: the author of the text/literary work - the education manager - the student/trainee receiver-moderator. Thus, syncretic-synesthetic thinking-speaking-practicing, the subject of quality, always predisposes itself to the top of the art of becoming *the technique of interpretative grace* through genuine. In this way, *the syntax of the text*, by definition, is classified, in the grammar of the language, as a compartment of synthesizing the axis of values in *the Great Music of the Spheres*: art of the word - art of education - art of communication, pictorial, sculptural, musical, kinesthetic, poetic, essayistic art... If the organizational chart I (Chapter IX) demonstrates that the graduates of the pre-university institution (attitudinal-aptitude) have already formed the capacity to work independently on the advantage of the self in matters of linguistic and literary education, the organizational charts II and III (same chapter) of the university cycles: I-undergraduate and II-master's, III-postgraduate come to start a new beginning of the formation-practice of an inter-transdisciplinary philologocentric culture with the exact address: SAS No.1-10 (<https://independent.academia.edu/BotezatuLiuba>).

P.S. Solving the crisis of lost unity (the formation of philologocentric culture) at the Romanian philology department with the realization of the desire to manifest oneself on the scale of the curricular process of highlighting the well-known truth *"The end crowns the work"*. For examination, we refer to the Aptitude method:



"The philologocentric culture, par excellence, is one of keeping at hand the technique of interpretative grace - *Longing*: art of the word - art of education"/ L. C. Botezatu

Table No. 4:

PAG AND THE MULTIPLE FACETS OF BECOMING - THI/TECHNIQUE OF INTERPRETATIVE GRACE – DOR/ LONGING

***"Our language is a holy language – the language of the ancient cauldrons..."*/A. Mateevici**

***"The Romanian language - the language of the Thracians, a European and world treasure"*
/Is.Doctoreanu**

"Being speaks phenomenologically, Mihacimpoian, from the authentic to the universal"/L.Botezatu

I. THI - modeling of the permanence of the authentic representative – DOR/LONGING

- 1.LONGING - deciphering the code of the fullness of the authentic
- 2.LONGING - love of neighbor..., of the multiethnicity of the authentic spirit
- 3.LONGING - centering *the ego* on the progressive evolutionary-self-evaluative
- 4.LONGING - three phonemes of the inclusion of the datum-given in the practicing principle: PRE, PRF, PRV, POE, PDF, PPA = PAG
- 5.LONGING – “3- to - 3 in 3”/ unity through diversity: identity-interculturality-gendarity
- 6.LONGING – depth of the authentic spirit in universal spatio-tempore

***Synthesis represents for us a fusion...,a new longing" an area about creation and beauty*
/C.Noica**

II. THI - modeling of the permanence of the exercised unicum – DOR/ LONGING

1. Pleasure of giving
2. Pleasure of pain
3. Pleasure of risk/pleasure of sacrifice
4. Pleasure of return-elevation
5. Pleasure of inheritance
6. Pleasure of value resignation

Triple philologocentric evidence “3-to-3 in three” manager, author, receiver.

- art of education - art of the word (MVPF “6-to-6”/SAS. No. I-4);
- specific emotive-aesthetic style: artistic word, diction, recital, gestures/mimicry, role play;
- synthesizing the value axis, connecting PLS-PPA to PAG/Principle of Global Axiology.

The language of this Romanian people is so harmonious and rich that it would suit the most cultured people on Earth /Alfred Hoffmann

III. THI - modeling of the permanence of the interpretative cipher – DOR/ LONGING

1.Training techniques

- Direct training: reading, explanation, demonstration, deduction ... from the first person.
- Indirect training: investigation, induction, problem solving, decision making, discovery, focusing on the learner at a high level of creativity: observation, investigation, illustrating conclusions, formulating hypotheses.

2. Learning techniques: behaviorist, cognitivist, constructivist, comparative, conclusive.

3.Evolutionary-self-evaluative theories and methodologies: MVPF “6-la-6”; MECA, TMSC, TMGC.

"Longing is our virtue of giving a specific synthesis - a fusion..., which comes to us from all parts of the world." /C. Noica

THI – DESIRES ON THE TABLE OF VALUES OF THE WORLD

/ BETWEEN AUTONOMY AND THE ABSOLUTE/

Triple phenomenological format

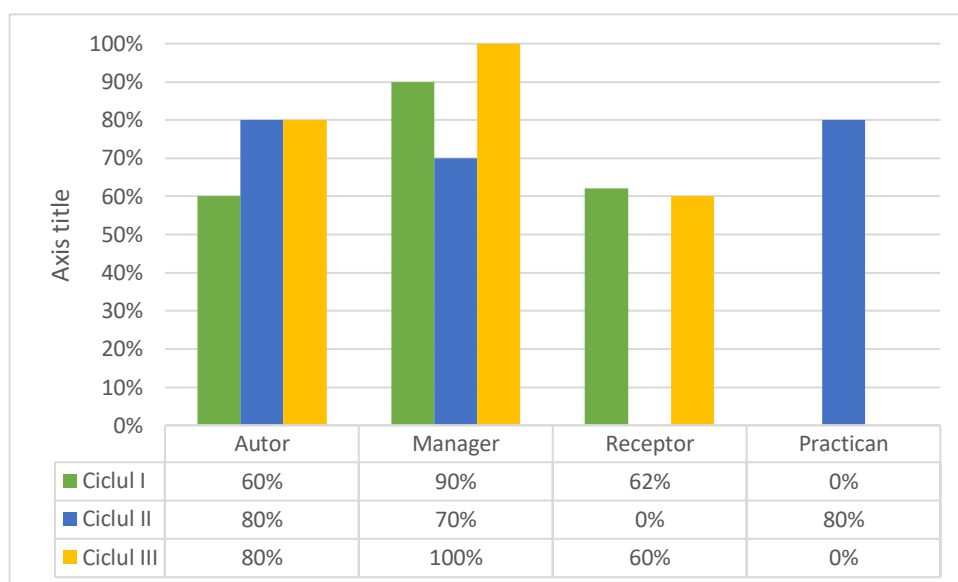
- Being speaks Kantian beyond appearance
- Being speaks Husserlian as much appearance as being
- Being speaks Mihacimpoian from the authentic towards the universal

Recapitulative scheme No.5: Five Evaluative – Self-Evaluative Methods: TMSC-TMGC

Cycle Course	Attitudinal method: PAG-PLS-PLSF	Implicit theories method: PRF-PPA	Self-efficacy method of becoming: PDD	Aptitude method: PAD-THI-LONGING	External evaluation method: PFCF-PîS
I. Bachelor's degree	Chapter 3-8	TIM-TGM	Chapter IX	Chapter I- VII	Chapter I-X
	Language grammar morphology, syntax	Poetic syntax - music of the spheres	Synthesizing the axis of values	Cause-effect	55%~62%
	Literary theory	Literary-artistic text	The structure of the literary work	Content-form interrelation	62%~65%
	LRC Stylistics	Affective syntax Literary aesthetics	Literary aesthetics	Individual style	70% ~ 75%
	Theory and methodology of the educational curriculum	Didactics of specialty	Management of quality	Cause-effect	68% ~72%
II. Master	Chapter 2-9	TIM-TGM “10-la 10”	Chapter 9	Chapter VII-IX	Chapter I-X
	Philosophy and Axiology of education	A didactics of art	A philosophy of science, of communication, of beauty	subject of quality in multiple representation	72 %~ 82%
	Educational Curriculum at European standards	Eight key competences recommended by the European Council	Didactics of specialty – art of interpretation	The immeasurable into measurable	82%~84%
	Professional didactic/ Professional practice	Objectives-finalities	Space -Time - Mode	SAS - Nr.1-10	82% ~93%
Continuus training	Chapter 1-10	TIM-TGM	Chapter 9 -10	Chapter VIII - IX-X	Chapter I - X

	Current status of specialty didactics	Noting the functions of PAG: MVPF=TMSC	Process-applicative: comparison-synthesis-restart	Managerial style Gradual conveyance of THI-DOR	89%~96%
	Didactics of inter-trans-disciplinarity	Pedagogical disciplines	Psychological disciplines	Human and exact disciplines	93%~97%
Total	Syncretic - synergetic	Syncretic synergetic	- energizing force	TMSC-TMGC	94%~98%

Table No.6: MVPF, "6-to-6" in syncretizing-synergetic format



We observe that the relative percentage accumulated each time oscillates between advantages - disadvantages, disadvantages-advantages, culminating/advantages in the end, with the progressive format of the subject of quality in triple role evidence. The present scheme demonstrates that the product of quality, which, at first glance, would seem to be regressive, de facto, highlights the deserved effort "the hidden-unhidden of the manager in evidence of a certain interpretative style (in the continuous focus on *cause – effect*, on role change) in the transmission of his preoccupation baton, more timely, teaches the one whose turn must come to honorably act on guard of the Work of Becoming.

10. General conclusions

All three agents of the professional-philologocentric culture format (author of the literary text, the receiver (student/learner) and the education manager/ SAS No. I-8 [9]) – towards which we have aimed – we aim with full responsibility in the matter of cause, have been – are - will be led, must always be led by the same creed, the creed of Unity through Love with precise address (ibid. <https://independent.academia.edu/BotezatuLiuba>), creed of love for one's neighbor, continuously accessed on PAG with its ten possibilities and ten finalizations pretending to be overestimated.

10.1. The writer - producer of the art of the word

According to P. Andrei in "The Philosophy of Values" (p.180) in determining aesthetic empathy, as a unit of value, three complementary psychic factors influence: *a) contemplative, b) active-volitional/practical, c) intellectual*, with the two

behavioral dimensions: real-ideal. In our interpretation, vis-à-vis the truth carried by the action-strategic supports in question, the fourth psychic-technological-transcendental factor from authentic to universal also has a special effectiveness. Towards which, in addition to the four incipient theories of the mastery of the artistic word: 1) *paradox theory*, 2) *empathy theory*, 3) *social theory*, 4) *metaphysical theory*, two more make room: 5) *TEPA/ theory of evidence of authentic overflow* that accesses the manifestation of the individual style of creativity and 6) *TVGA/ theory of axiological global vision* - spontaneous excellence in the phenomenal - finality of the textual analysis in a unitary whole: philologocentric preparation - the receiver of literary art in unison with the experiences of the author, of the interpreter of the artistic word in depth. *TVGA*, in the remark of *TEPA* and *MECA* opposite to *PAG*, is complementary to the two cutting-edge theories and methodologies of creativity: *TMSC* - *TMGC*; *each of them accessing the prevalence of elicitation functions: mastery of the circulation of the artistic word from a paideia positioning*. The primary criteria for determining emphatic - empathic values in the prevalence of *THI-DOR* remaining the same as always: *autonomy and the absolute*. According to Plato, aesthetic value is included in the moral one. Moral value is absolute, and the others subordinate to logical values are considered as elements of moral value. Aesthetic value, displaying beauty on the same level as good and truth, is classified as absolute, because its source is other than good and truth, it is *the sublime- the pleasure of giving*. Aesthetic value serves as a moralizing factor when it contributes to the achievement of ethical, and therefore religious, goals. According to us, the process of intuition is linked to the process of knowing aesthetic value - experiencing, feeling, spontaneity, and the ethical-moral process of reflection, thinking. Aesthetic judgments do not impose themselves on everyone, because they are based on emotions, on feeling. *Aesthetic value seems to exclude the social*, because it, aesthetic value, is the creation of genius, which surpasses the social. And yet, genius has developed/is developing in the midst of social reality, lives in this reality and, involuntarily, acquires specific characters, precisely because of social reality. M. Guyau states that aesthetic value contains the social as an element, but also has a social role, because it develops social sympathy, which leads to the unity of wills, to what he calls "social synergy". "Aesthetic values tend to depict, in a contemplative manner and through contemplation, the social in the form of the most perfect individuality, apart from other contemplative values, religious values, which tend towards infinite, perfect totality" [ibid. P. Andrei. *Philosophy of value*, p.191].

10.2. The education manager – producer of formative art

The purpose of the descriptors for recording accomplishments is an evolutionary-self-evaluative one, in a multiple epistemic correlative assembly: mastery of the art of the word-mastery of the pedagogical art - mastery of the formation of philologocentric culture - managerial mastery, included in SAS No. 1-10 of the characterological/descriptive format of the *TMSC* (MVPF "6- to -6", *MECA*). In this assumption, we work insistently to promote in practice the six theories of *paideia* art, highlighted in chapter I of the current: 1. the stage theory of cognitive development, 2. the theory of psychosocial development, 3. the theory of sociocultural learning, 4. the theory of multiple intelligences, 5. the theory of multiple graces, 6. the theory of excellence in the space of the Great Virtues, the rhetoric remaining the same: „How do we do it?“

- By frequently focusing on the possibilities of the *PAG*, finally on the last two exercisable requirements: IX. *The possibility of focusing on competencies* and X. *The possibility of highlighting axiological fulfillments*, each of them with ten complementary exegeses in reference to SAS No. I.1-10. When determining-advancing the criteria for value-based evidence, we exercise the same evolutionary-self-evaluative procedure from subchapter 2.5.1 of this research., to reiterate:” What matters in a functional formative process/system (philologocentric type), interactive-retroactive is the close collaboration between *the six theories of pedagogical art with the six theories of the art of the word*. In part, the interrelation between the fourth and fifth theories merges the antecedents into one - the sixth: in the first case (literary art) *TVGA/theory of the global vision - axiological*, in the second case (pedagogical art/*paideia* art): *TESMG/theory of excelling in the space of Great Graces/ Great Virtues*” - so that we can finally agree on the advantage that *TMSC* has in timely excellence - *TMGC*.

The syntheses represent the verdict of the value progress of the designed approach - achieved at the level of the 10 master's students in the curricular process of continuous achievement: a) *50% disciplinarity* - 0 people; b) *85% interdisciplinarity* - 8 people; c) *90% intertransdisciplinarity* - 2 people (successful layoff of those employed to the maximum in exercised philologocentricity: *PLS-PAG*). By returning to the essence of the preoccupation path of *love for one's neighbor*, we mention, once again that in the philosophy of education, as well as in the psychopedagogy of intertransdisciplinarity, in general, today, more than ever, there is a plea for the implementation of the five methods of sustaining creativity, which we also mention as methods of initiation into evolutionary-evaluative/self-evaluative

- encouraging interest in progressive. Regarding situational management, following W.J. Reddin 1967, in the context of the concerns on the topic, we demonstrated that "the effectiveness of behavior depends on the model in which the leader chooses the most appropriate behavior in a particular situation. As we see, none of the four styles of the Hersey-Blanchard Model is ideal in terms of situational effectiveness. The manager must take into account: the vision, culture, climate of the organization; work methods and techniques; the exercisable styles and aspirations of superiors, colleagues and subordinates [17, p.19]. The effectiveness of each style is dependent on the situational environment, requiring it to be modified in accordance with the updating of supplementary requirements. To this end, the manager "must know which aspects of an applicative situation may require the interpretation of a specific style."

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