

InterKult 2025

**XI MEĐUNARODNA NAUČNA KONFERENCIJA
INTERKULTURALNOST U OBRAZOVANJU**

Knjiga sažetaka/Book of Abstract



PEDAGOŠKI ZAVOD VOJVODINE

NOVI SAD 2025

InterKult 2025



Pedagoški
zavod
Vojvodine



УНИВЕРЗИТЕТ У НОВОМ САДУ УЧИТЕЉСКИ ФАКУЛТЕТ НА МАЂАРСКОМ НАСТАВНОМ ЈЕЗИКУ У СУБОТИЦИ
ÚJVÍDEKI EGYETEM MAGYAR TANNYELVŰ TANÍTÓKÉPZŐ KAR, SZABADKA
SVEUČILIŠTE U NOVOM SADU UČITELJSKI FAKULTET NA MAĐARSKOM NASTAVNOM JEZIKU U SUBOTICI
UNIVERSITY OF NOVI SAD HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY, SUBOTICA

InterKult 2025

XI MEĐUNARODNA NAUČNA KONFERENCIJA INTERKULTURALNOST U OBRAZOVANJU

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11.10.2025, Novi Sad
Mađarski kulturni centar „Petefi Šandor“
Jožef Atile 16-18

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Program/General timetable

11.10.2025.

9.30-10.00	Registracija/Registration
10.00-10.30	Otvaranje/Opening
	Janoš Puškaš, direktor, Pedagoški zavod Vojvodine
	Predstavnici ambasada Republike Rumunije, Republike Slovačke, Republike Hrvatske, Republike Mađarske
	Predstavnici Univerziteta u Novom Sadu
	Predstavnici Pokrajinskog sekretarijata za obrazovanje, propise, upravu i nacionalne manjine – nacionalne zajednice
	Predstavnici nacionalnih saveta u AP Vojvodini

Plenarna predavanja/Plenary talks: 10.30-12.30

Moderator/Chair

Danijela Radović

10.30-11.00	Dušica Ristin ADAPTAREA INTERCULTURALĂ DIN BANAT ȘI REFLECTAREA SA ÎN DOMENIUL EDUCAȚIEI ȘCOLARE ÎN LIMBA MATERNĂ
11.00-11.30	Špela Sevšek Šramel LITERÁRNÝ TEXT PRI VÝUČBE CUDZIEHO JAZYKA: MODEL PRÁCE SO SLOVENSKOU POÉZIU
11.30-12.00	Дюра Гарди ИСТОРИОГРАФСКА АНАЛИЗА РОЗВОЈУ РУСКЕЈ ЗАСЈДНИЦИ И ЇЈ СПЕЦИФИЧНОСЦОХ НА МАПИ МУЛТИКУЛТУРАЛНОСЦИ ВОЈВОДИНИ
12.00-12.30	Oszkó Beatrix „ROKON ILONKA” AVAGY INTERKULTURALITÁS EGY FACEBOOK-KÖZÖSSÉGBEN

Session 1: 13.30-16.15

Moderator/Chair

Vladislava Gordić Petković

13.30-13.45	Vladislava Gordić Petković NARACIJA NEPREDVIDLJIVOG U KNJIŽEVNOSTI I KULTURI: TEME BOLESTI I LEČENJA U PROZI SLAVENKE DRAKULIĆ
13.45-14.00	Марио Лигуори ПРИЛОГ О ЈЕДНОМ ОД ГЛАВНИХ МИТОВА ФАШИЗМА
14.00-14.15	Александра Бреу ИНТЕРКУЛТУРАЛНОСТ У НАСТАВИ НЕМАЧКОГ ЈЕЗИКА СА ЕЛЕМЕНТИМА НАЦИОНАЛНЕ КУЛТУРЕ
14.15-14.30	Александра Дејановић МИ И ДРУГИ, ОДНОС ЛИКОВА У ДРАМСКИМ ТЕКСТОВИМА ИРИНЕ ХАРДИ КОВАЧЕВИЋ
14.30-15.00	Pauza za kafu/Coffee break
15.00-15.15	Borka Malčić & Stanislava Marić Jurišin INTERKULTURALNA KOMPETENCIJA NASTAVNIKA – IZAZOV PROFESIONALNOG RAZVOJA
15.15-15.30	Katalin Hegedűs & Karmelka Barić KULTURNO-MATERIJALNE POSLEDICE KOLONIZACIJE TOKOM VLADAVINE JOSIFA II
15.30-15.45	Dragana Francisković & Lidija Nerandžić Čanda INTERKULTURALNOST U ANDRIĆEVOJ „PROKLETOJ AVLIJI“
15.45-16.00	Mihaela Bărbieru POLITICAL COMMUNICATION ON SOCIAL NETWORKS AND THEIR INFLUENCE IN ELECTIONS. CASE STUDY: ROMANIA 2024-2025
16.00-16.15	Discussion

Session 2: 13.30-16.00

Moderator/Chair

Marina Puia-Bădescu

13.30-13.45	Minerva Trajlović Kondan & Simona Popov CALCUL LINGVISTIC ȘI IDENTITATEA DISCURSIVĂ. CAZUL ROMÂNILOR DIN VOIVODINA
13.45-14.00	Camelia Zăbavă ELEMENTE DE INTERCULTURALITATE REFLECTATE ÎN ANTROPONIMIE ÎN ROMANELE LUI OLEG SEREBRIAN
14.00-14.15	Robert Fancsali ȘTEFAN BĂNULESCU, UN PRECURSORAL REALISMULUI MAGIC ROMÂNESC
14.15-14.30	Simona Lazăr CERCETĂRI ARHEOLOGICE DIN ROMÂNIA ȘI SERBIA. CERAMICA DE TIP GORNEA-KALAKAČA ȘI INSULA BANULUI
14.30-15.00	Pauza za kafu/Coffee break
15.00-15.15	Marina Puia-Bădescu POVESTEA <i>CAILOR LUI SÂNTOADER</i>
15.15-15.30	Florina-Maria Băcilă CÂNTAREA – SEMNIFICAȚII CONCEPTUALE ÎN POEZIA LUI TRAIAN DORZ
15.30-15.45	Ана Римаp Симунович ДОМ ЯК ПРОСТОР (Н)СИГУРНОСЦИ У ТВОРЧОСЦИ АГНЕТИ БУЧКО ПАПГАРГАЋ И НАМИКА КАБИЛА
15.45-16.00	Discussion

Session 3: 13.30-16.15

Moderator/Chair

Marína Šimáková Speváková

13.30-13.45	Zuzana Čížiková RECEPCIA ŽIVOTA A DIELA JANKA ŠAFÁRIKA (1814 – 1876) V ČESKOM A SLOVENSKOM KULTÚRNOM PROSTREDÍ
13.45-14.00	Peter Gregorík VYUŽITIE AFEKTÍVNYCH METÓD VO VYUČOVANÍ SLOVENČINY AKO CUDZIEHO JAZYKA
14.00-14.15	Juraj Rágyanszki ZBIERKA SLOVENSKÝCH A SLOVISKÝCH PRÍSLOVÍ A POREKADIEL V MEDZIVOJNOVOM OBDOBÍ
14.15-14.30	Marína Šimáková Speváková & Msr Jana Domoniová EKOKRITICKÁ INTERPRETÁCIA BÁSNÍ PAĽA BOHUŠA ZARADENÝCH DO ČÍTANIEK PRE ZÁKLADNÉ A STREDNÉ ŠKOLY VO VOJVODINE
14.30-15.00	Paenza za kafu/Coffee break
15.00-15.15	Jasna Uhláriková & Anna Makišová KOLÍZNE JAVY V SLOVENSKO-SRBSKOM JAZYKOVOM KONTAKTE NA LEXIKÁLNEJ A ZVUKOVEJ ROVINE (VÝSLEDKY PROJEKTU SKLA, ERASMUS+)
15.15-15.30	Marián Gladiš INTERKULTÚRNOSŤ A VPLYV MÉDIÍ NA PRÍKLADE TELEVÍZNEHO MAGAZÍNU „KVARTETO“
15.30-15.45	Ana Marić SÚČASNÁ SLOVENSKÁ PRÓZA V SRBSKOM KULTÚRNOM PROSTREDÍ
15.45-16.00	Daniela Marčoková & Anna Margaréta Lačoková ZO SLOVENSKEJ VOJVODINSKEJ TLAČE O SRBSKÝCH PRAVOSLÁVNÝCH FARÁROCH V KYŠÁČI V PRVEJ POLOVICI 20. STOROČIA
16.00-16.15	Discussion

Session 4: 13.30-16.00

Moderator/Chair

Szabó Laki Boglárka

13.30-13.45	Beke Ottó & Szűts Zoltán KONSTRAKTA TANÍTÓ AVATARJAI MESTERSÉGES INTELLIGENCIA ÉS VIRTUALIZÁCIÓ
13.45-14.00	Papp Zoltán & Kovács Elvira A MESTERSÉGES INTELLIGENCIA SZEREPE AZ INKLUZÍV ÉS INTERKULTURÁLIS SZAKOKTATÁSBAN
14.00-14.15	Kovács Elvira & Papp Zoltán OLVASÁSTÓL A MEGOLDÁSIG: A KOOPERATÍV TANULÁS HATÁSA A SZÖVEGES FELADATOK TANÍTÁSÁBAN
14.15-14.30	Major Lenke & Horák Rita TANULÁSI MOTIVÁCIÓ AZ OKTATÁSI KÖRNYEZETEK ÖSSZEFÜGGÉSÉBEN VAJDASÁGI MAGYAR KISEBBSÉGI EGYETEMISTÁK KÖRÉBEN – EGY KUTATÁSI TERV BEMUTATÁSA
14.30-15.00	Pauza za kafu/Coffee break
15.00-15.15	Grabovac Beáta & Juhász Kovács Cintia ÖNREGULÁCIÓ ÉS SAVORING VAJDASÁGI MAGYAR KISEBBSÉGI EGYETEMISTÁK KÖRÉBEN
15.15-15.30	Szabó Laki Boglárka MAGYAR ANYANYELVŰ TANULÓK SZERB MEGNYILATKOZÁSAINAK JELLEMZŐI A KÉRÉS PRAGMATIKÁJÁNAK TÜKRÉBEN
15.30-15.45	Tóth Ágota & Kocsis Lenke A KÉPLÉKENYSÉG POÉTIKÁI – LIMINALITÁS ÉS INTERKULTURALITÁS SEPSI LÁSZLÓ ÉS VERES ATTILA PRÓZÁJÁBAN
15.45-16.00	Discussion

Plenarna predavanja /Plenary talks

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ADAPTAREA INTERCULTURALĂ DIN BANAT ȘI REFLECTAREA SA ÎN DOMENIUL EDUCAȚIEI ȘCOLARE ÎN LIMBA MATERNĂ

Narațiunile cu care vom ilustra modelul de interculturalitate pe care îl propunem spre dezbateri în prezentarea noastră pornește de la documentările de teren întreprinse la locuitorii de etnie sârbă, germană și română din mediul rural al Banatului, un spațiu al pluralității etnice, folclorice, lingvistice și culturale, în ansamblu. Acest mediu etnic și lingvistic eterogen a favorizat atât plurilingvismul vorbitorilor culti, cât și pe cel al celor obișnuiți, în care achiziționarea limbii alogene se face de obicei în condiții neorganizate, în mod involuntar, în cadrul comunității. Aici Familia, Școala și Biserica sunt trei elemente care cultivă valorile umane fundamentale precum solidaritatea cu Ceilalti, partea noastră de omenie, nevoia de a fi buni, generoși și de a dăruia sau de a face un bine, încrederea în virtuțile creștine, precum respectul și aprecierea reperelor culturale ce caracterizează fiecare colectivitate în parte. Aceste lucruri pot avea implicații sociale mai largi care relevă, la nivelul acțiunilor concrete, dialogul în care se intersectează pe axele fundamentale ale existenței, Familia, Școala și Biserica. Școala valorifică în mod critic, selectiv acea identitate moștenită în familie și în cercul nostru restrâns de prieteni, educația publică având rolul de a modela comportamente, o seamă de trăsături, deprinderi, reprezentări, judecați și prejudecati determinate de contextul geografic și istoric în care trăim sau la care ne raportăm constant.

Cuvinte-cheie: multilingvism, limba maternă, școală, germani, sârbi, români

Dușica Ristin

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Cross-cultural Accommodation in Banat Area and Its Reflection in the Field of School Education in the Mother Tongue

The narratives with which we will illustrate *the model of cross-cultural relations* that we are going to debate in our presentation start from the field documentation undertaken among the inhabitants of Serbian, German and Romanian ethnicity

in the rural area of Banat, a space of ethnic, folkloric, linguistic and cultural plurality, as a whole. This heterogeneous ethnic and linguistic environment has favored both the multilingualism of educated speakers, but also of ordinary ones, in which the acquisition of the foreign language is usually done in an unorganized conditions, involuntarily, within the community. Here, Family, School and Church are three elements that cultivate fundamental human values such as *the solidarity with the Others*, the human values that we cherish, the need to be good, generous and to give or do good things, trust in Christian virtues, as well as the respect and appreciation for the cultural landmarks that characterize each community in particular. These things can have broader social implications that reveal, at the level of concrete actions, the dialogue in which School, Church and Society, the fundamental axes of our existence, are at the crossroads. School critically, selectively valorizes that identity inherited in the family and in our small circle of friends, public education having the role of shaping behaviors, a number of traits, habits, representations, judgments and prejudices determined by the geographical and historical context in which we live or to which we constantly relate.

Keywords: multilingualism, mother tongue, school, Germans, Serbians, Romanians

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LITERÁRNY TEXT PRI VÝUČBE CUDZIEHO JAZYKA: MODEL PRÁCE SO SLOVENSKOU POÉZIU

Práca s literárnym textom vo vyučovaní cudzích jazykov rozširuje komunikatívnu metódu o texty, ktoré sú viacvýznamové, otvorené interpretácii a intertextuálne. Poézia, ako príklad takéhoto textu, zvyšuje heterogenitu očakávaní študentov a vyžaduje špecifický prístup: pomalé čítanie, analýzu formy a obsahu, jazykové a tvorivé úlohy. Preklad zohráva kľúčovú úlohu v porozumení a vyjadrovaní v cieľovom jazyku, pričom prekladateľský proces je chápaný ako autonómna aktivita, inšpirovaná didaktikou klasických jazykov, ktorá podporuje komplexné vnímanie textu a rozvoj jazykových schopností. Zaradenie literárnych textov, najmä poézie, do vyučovania cudzích jazykov rozvíja komunikačnú, interkultúrnú a prekladateľskú kompetenciu. Model

čítania a prekladu bude ilustrovaný na príklade dvojazyčnej antológie slovanskej poézie vo výučbe slovenčiny ako cudzieho jazyka.

Kľúčové slová: výučba cudzieho jazyka, didaktika literatúry, komunikačná kompetencia, interkultúrne kompetencie, preklad ako proces, slovenská poézia

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Using Literary Text in Foreign Language Teaching: a Model Based on Slovak Poetry

Integrating literary texts into foreign language teaching seeks to complement the communicative method of teaching with quality literary texts. These are multi-meaning, open-ended and intertextual, which makes the horizon of expectations in a group of foreign students much more heterogeneous. This requires a specific approach: slow reading, semantic and formal analysis, linguistic and creative tasks alongside the text. Another important stage in the reading is the translation, which brings out the specificity of a literary text and its integrity. I understand translation as a process as an autonomous activity, comparable to the teaching of classical languages. The inclusion of literary texts, especially poetry, in foreign language teaching enables the development of communicative competence, intercultural competence and translation competence. The proposed model of reading and translation will be illustrated by the example of a bilingual anthology of contemporary Slavic poetry in the language teaching of Slovak as a foreign language.

Keywords: teaching foreign languages, literature didactics, communicative competences, intercultural competences, translation as process, Slovak poetry

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ИСТОРИОГРАФСКА АНАЛИЗА РОЗВОЈУ РУСКЕЙ ЗАЄДНІЦИ И ЇЇ СПЕЦИФИЧНОСЦОХ НА МАПИ МУЛТИКУЛТУРАЛНОСЦИ ВОЙВОДИНИ

Национална заєдніца Руснацох на тлу АП Войводина присутна од стредку XVIII сторочя. Гоч релативно малочислена, свой идентитет затримала по сучасни час. У роботи ше вигледує историйни розвой тей заєдніци, їй специфичносци и заєднічки културологийни здобутки з векшинскимима народами з хторима жие. Автор виноши тезу же за очуване идентитету Руснацох вельку улогу мала їх окремна грекокатолицка церковна организация и з ню повязане конфесийне школство и кодификоване литературного языка 1904/1923. року. У чаше Кральовини Югославиї и социялистичней Югославиї Руснаци формују свойо културни, просвитно-школски и дружтвени організації хтори од 1918/1945. року по нешка партиципую у державней системи. У процесу интеракції и акултурації з другима, Руснаци превжали панонски способ живота (кухня, облечиво, архитектура, привредзоване). Тиж и билингвалносц. Поступно у своєї идентификації прилапели и чувство регионального идентитету.

Ключни слова: Руснаци у Войводина, историйни розвой, специфичносц идентитету.

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The historiographical development of the Ruthenian community and its specific characteristics on the map of Vojvodina's multiculturalism

The national community of Ruthenians on the territory of the Autonomous Province of Vojvodina was present from the middle of the XVIII century. Although relatively small in number, they have preserved their identity even in modern times. The paper explores the historical development of this community,

as well as its specific features and shared cultural achievements with the national majorities with whom they coexist. The author presents a thesis stating that in the preservation of their identity, the Greek Catholic Church organization had a significant role, along with the associated confessional schooling, as well as the codification of the literary language in the year 1904/1923. During the time of the Kingdom of Yugoslavia and socialist Yugoslavia, the Ruthenians established their cultural, educational, and social organisations, which have been participating in the state system since 1918/1945. In the process of interaction and acculturation with others, the Ruthenians adopted the Pannonian way of life (cuisine, clothing, architecture, economy), along with bilingualism. Gradually, in their self-identification, they also developed a sense of regional identity.

Keywords: Ruthenians in Vojvodina, historical development, distinct identity.

Oszkó Beatrix

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„ROKON ILONKA” AVAGY INTERKULTURALITÁS EGY FACEBOOK-KÖZÖSSÉGBEN

A Vajdaság magyarajkú lakosságának jelentős része – elsősorban gazdasági okokból – hosszabb időn át külföldön él. Számukra az internet adta lehetőségek a kapcsolattartás különböző formáit biztosítják. Ezek egyike a közösségi oldalak csoportjaiba való bekapcsolódás és sok esetben az aktív részvétel. Vass Szabolcs képzőművész „Rokon Ilonka Copyright” Facebook-oldala szolgáltatja az elemzendő anyagot, mely ma már egy közel hatezer tagot számláló csoport közös terméke. Az előadás azt mutatja be, hogy a bejegyzések képi és szövegvilágában milyen szerephez jut a vajdasági identitás, s a bejegyzésekben milyen formában jelenik meg a többségi nyelv helyi vagy standard változata. A posztok majd mindegyike a standardtól eltérő, normasértéseket is tartalmaz. A kutatás nyelvészeti elemzés során e normasértések kategorizálását végzi el, és az egyes típusok mögött rejlő motivációra igyekszik rámutatni.

Kulcsszavak: Facebook-csoport, Rokon Ilonka, normasértés, közösségépítés

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„Rokon Ilonka” or Interculturality within a Facebook Community

A significant portion of the Hungarian-speaking population in Vojvodina lives abroad over long periods – primarily for economic reasons. The opportunities provided by the internet mean various forms of maintaining contact. One of these is engaging with groups on social media platforms, often with active participation. The Facebook page “Rokon Ilonka Copyright” by visual artist Szabolcs Vass provides the source material for analysis. This page is now the collective product of a group which now has nearly six thousand members. This presentation demonstrates the role of Vojvodinian identity in the posts (both visually and textually) and how the local or standard variant of the majority language appears in the posts. Almost all the posts deviate from the standard language and contain norm violations. Through linguistic analysis, this research categorizes these norm violations and aims to identify the underlying motivations behind each type.

Keywords: Facebook group, Rokon Ilonka, norm violation, community building

Sažeci/Abstracts

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**NARACIJA NEPREDVIDLJIVOG U KNJIŽEVNOSTI I KULTURI:
TEME BOLESTI I LEČENJA U PROZI SLAVENKE DRAKULIĆ**

Poznavaoци opusa Slavenke Drakulić kažu da se njeni novinski članci, eseji i proza odlikuju neprestanim preusmeravanjem iz dokumentarnog u fiktionalno, iz ličnog i intimnog u opšte i javno. Ona ne zazire od biografskih i autobiografskih tema, bilo da piše o teškim bolestima Fride Kalo ili svojoj transplantaciji bubrega. Narativ o bolesti predstavlja dominantu njenog književnog i publicističkog rada. Hrvatska autorka ponire u živote Fride Kalo, Dore Mar i Mileve Ajnštajn kako bi oslikala njihovu autsajdersku poziciju: misli i strahovi književnih junakinja zasnovanih na autentičnim ličnostima predstavljeni su kao univerzalno žensko iskustvo u suočenju sa nepredvidljivim okolnostima bolesti, lečenja i umiranja. Kao novinarka i književnica koja je sopstvenu borbu za zdravlje pretočila u roman-prvenac *Hologrami straha* (1987), Slavenka Drakulić slika strepnju, inat i upornost koji prate bolest iz psihosocijalne i kulturološke perspektive, kao što se može videti u njenom romanu *Frida ili o boli* (2008) i zbirci kratkih priča *O čemu ne govorimo* (2024).

Ključne reči: narativ o bolesti, autosomatografija, ginokritika, žensko autorstvo

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**Narration of the Unpredictable in Literature and Culture:
Themes of Illness and Treatment in the Prose of Slavenka Drakulić**

Connoisseurs of Slavenka Drakulić's opus say that her newspaper articles, essays and prose are characterized by a constant redirection from the documentary to the fictional, from the personal and intimate to the general and public. She does not shy away from biographical and autobiographical topics, whether she is writing about Frida Kahlo's serious illnesses or her kidney transplant. The

narrative about the disease is the dominant feature of her literary and journalistic work. The Croatian author digs into the lives of Frida Kahlo, Dora Mar and Mileva Einstein in order to depict their outsider position: the thoughts and fears of literary heroines based on authentic personalities are presented as a universal female experience in facing the unpredictable circumstances of illness, treatment and dying. As a journalist and writer who translated her own fight for health into her debut novel *Hologrami straha* (1987), Slavenka Drakulić paints the anxiety, stubbornness and persistence that accompany the disease from a psychosocial and cultural perspective, as can be seen in her novel *Frida ili o boli* (2008) and her collection of short stories *O čemu ne govorimo* (2024).

Keywords: illness narrative, autosomatography, gynocriticism, female authorship

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ПРИЛОГ О ЈЕДНОМ ОД ГЛАВНИХ МИТОВА ФАШИЗМА

У раду се анализира начин на који је фашизам употребио и злоупотребио италијански национални спорт, фудбал, ради истицања националних вредности и егзалтирања режима путем измишљања савршеног друштва. Слава италијанског фудбала, започета победом на Светском првенству у Риму 1934. године, а затим крунисана одбраном трона на првенству у Паризу 1938, искоришћена је не само да би се успоставила теза да је Италија савршена држава, најбоља у свету, као што наводно доказују изванредни успеси у спорту, него и као параван не би ли се сакриле политичке, економске и војне потешкоће и препреке кроз које је пролазила Краљевина Италија током тридесетих година XX века. Стратешку одлуку да се спорт искористи у политичке сврхе донело је само фашистичко руководство, на челу с Бенитом Мусолинијем. Он је власт, барем с формалног становишта, легално преузео више од једне деценије уочи Светског првенства у Риму, премда је од самог зачетка своје владавине отворено признавао одговорност за насилно укидање вишепартијског система и убијање политичких противника.

Кључне речи: фашизам, историја Италије, спорт, фудбал, Светско првенство, мит

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A contribution on one of the main myths of fascism

This paper analyzes the way in which fascism used and abused the national sport, football, to emphasize national values and exalt the regime by inventing a perfect society. The glory of the Italian football team, which began with the victory in the World Cup in Rome in 1934 and was then crowned in the World Cup in Paris in 1938, was used not only to establish the thesis that Italy was a perfect country, the best in the world, as supposedly proven by its extraordinary successes in sports, but also as a cover to hide the political, economic and military difficulties and obstacles that the Kingdom of Italy was going through during the thirties of the 20th century. The strategic decision to use sport for political purposes was made by the very leadership of fascism, led by Benito Mussolini, who, at least from a formal point of view, legally took power more than a decade before the World Cup in Rome, although from the very beginning of his rule he openly admitted the responsibility for the violent abolition of the multi-party system and the murder of political opponents.

Keywords: fascism, history of Italy, sport, football, myth

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ИНТЕРКУЛТУРАЛНОСТ У НАСТАВИ НЕМАЧКОГ ЈЕЗИКА СА ЕЛЕМЕНТИМА НАЦИОНАЛНЕ КУЛТУРЕ

Предмет Немачки језик са елементима националне културе уведен је у наше основне школе школске 2019/2020. године. Предмет је посвећен Немачком као мањинском језику и елементима немачке културе. Програм наставе и учења за овај изборни предмет садржи и низ интеркултуралних садржаја чија је анализа приказана у овом раду. Методом анализе дошло се до закључка да се интеркултурални садржаји односе на две културе српску и немачку и да обухватају области етнокултуре односно обичаје, верске празнике, народну ношњу, вез, плес, кухињу, али и преведена дела са српског на немачки, као и са немачког на српски језик. Циљ рада је приказ резултата анализе интеркултуралних садржаја Програма наставе и учења за изборни предмет Немачки са елементима националне културе и приказ анализе припреме часа (Д. Радовић: Страшни лав, превод на немачки) за обраду једног од ових садржаја у настави, као и предлагање нових могућих интеркултуралних садржаја, који обухватају поред српске и мађарску културу.

Кључне речи: Немачки језик са елементима националне културе, интеркултуралност, етнокултурални садржаји, програм наставе и учења

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Interculturality in Teaching German with Elements of National Culture

The subject German with elements of national culture was introduced in our primary schools in the 2019/2020 school year. The subject is dedicated to German as a minority language and elements of German culture. The teaching and learning program for this elective subject also contains a number

of intercultural contents, the analysis of which is presented in this paper. The analysis method led to the conclusion that intercultural contents relate to two cultures, Serbian and German, and that they include the areas of ethnoculture, i.e. customs, religious holidays, folk costumes, embroidery, dance, cuisine, but also works translated from Serbian into German, as well as from German into Serbian. The aim of the paper is to present the results of the analysis of intercultural content of the Teaching and Learning Program for the elective subject German with elements of national culture and to present the analysis of the lesson preparation (D. Radović: The Terrible Lion, translation into German) for the treatment of one of these contents in the lesson, as well as to propose new possible intercultural contents, which include, in addition to Serbian, Hungarian culture.

Keywords: German language with elements of national culture, interculturality, ethnocultural contents, teaching and learning program

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МИ И ДРУГИ, ОДНОС ЛИКОВА У ДРАМСКИМ ТЕКСТОВИМА ИРИНЕ ХАРДИ КОВАЧЕВИЋ

У раду се истражује однос ликова у драмским текстовима Ирине Харди Ковачевић следећи имагологију као метод проучавања књижевности. Анализирају се драме и монодраме чији актери дефинишу разлике у националном и културном идентитету у односу на друге, имају стереотипе, предрасуде и уверења и по тим моделима вреднују или дискриминишу Другог. Ирина Харди Ковачевић у драмама ове односе смешта у најразличитије контексте, те тако предмет анализе јесу и брачни пар различите националне припадности и вероисповести, сукобљене стране у ратовима, мештани села у односу на досељенике и друге граничне ситуације. Имаголошки приступ преиспитивању односа између ликова који се перципирају као Ми и оних за које се осећа да су Други помоћи ће да видимо сусрете различитих култура и да боље разумемо како стереотипи, предрасуде, колективно сећање и лична искуства граде

представе о другима, али и да ли је русински културни и национални идентитет простор сигурности у свести појединца.

Кључне речи: русинска књижевност, имагологија, Ирина Харди Ковачевић, драма, Русини

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**We and Others, the relationship between characters in the dramas of
Irina Hardy Kovačević**

In this paper, we analyze the relationships between characters in the dramas of Irina Hardy Kovacevic using imagology as our method. We examine dramas and monodramas in which the characters express differences in national and cultural identity, hold stereotypes and beliefs and use this models to understand others. Irina Hardy Kovacevic set this relationships ih various contexts: we see married couple of different nationalities and religions, people in conflict during war, members of a community and newcomers and other situations. Imagology as a method is giving us the opportunity to explore relationships between Us and those we define as Others. This helps us understand how stereotypes, prejudices, collective memory and personal experience shape our perception of others, and shows how much Ruthenian cultural and national identity is a space of safety in the consciousness of the individual.

Keywords: Ruthenian literature, imagology, Irina Hardy Kovačević, drama, Ruthenians

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INTERKULTURALNA KOMPETENCIJA NASTAVNIKA - IZAZOV PROFESIONALNOG RAZVOJA

Polazeći od realnosti u kojoj je svet obeležen migracijama i reformama, svedoci smo potrebe prelaska škola u interkulturalne zajednice koje teže da odgovore izazovima globalnih promena. U tom kontekstu interkulturalna kompetencija nastavnika postaje značajna komponenta njegovog profesionalnog razvoja. Stalna težnja za sposobnošću učinkovitog odgovora na promene u društvu implicira jačanje interkulturalnog identiteta nastavnika i njegovih interkulturalnih kompetencija. Ovaj rad se bavi teorijskom analizom definicije, modela i dimenzija interkulturalne kompetencije nastavnika. Poseban akcenat stavljen je na izazove u razvoju ovih kompetencija u kontekstu profesionalnog razvoja. U zaključku se naglašava važnost uključivanja interkulturalne pedagogije u programe inicijalnog obrazovanja nastavnika, potreba eksplicitnog prepoznavanja i institucionalnog podržavanja ovog konstrukta u obrazovnim politikama, kao i neophodnost sistemski uređenog, kontinuiranog profesionalnog razvoja.

Ključne reči: nastavnik, interkulturalna kompetencija, profesionalni razvoj, obrazovne reforme

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Intercultural Competence of Teachers - A Challenge for Professional Development

In a world increasingly shaped by migration and educational reforms, schools are called upon to transform into intercultural communities capable of responding to the challenges of global change. Within this context, teachers'

intercultural competence emerges as a vital component of their professional development. The continuous demand for the ability to respond effectively to societal transformations implies the strengthening of both teachers' intercultural identity and their intercultural skills. This paper provides a theoretical analysis of the definition, models, and dimensions of teachers' intercultural competence. Special attention is given to the challenges in developing these competences within the framework of professional growth. The conclusion highlights the importance of integrating intercultural pedagogy into initial teacher education programs, the need for explicit recognition and institutional support of this construct within educational policy, as well as the necessity of a systematically organized and continuous model of professional development.

Keywords: teacher, intercultural competence, professional development, educational reform

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KULTURNO-MATERIJALNE POSLEDICE KOLONIZACIJE TOKOM VLADAVINE JOSIFA II

Rad analizira poslednji sistematski talas kolonizacije u Bačkoj i Banatu tokom vladavine Josifa II. U cilju ekonomskog jačanja Monarhije, naseljavano je pretežno nemačko stanovništvo. Kolonisti su doneli savremena znanja iz poljoprivrede i zanatstva i doprineli razvoju i akulturaciji domaćeg stanovništva. Iako su Nemci očuvali svoj jezik i kulturu, njihov identitet se menja u kontaktu sa lokalnim stanovništvom, što je dovelo do specifičnih oblika njihove kulture. Pod Josifom II, u Bačkoj je osnovano sedam nemačkih sela, dok je u Banatu, nakon 1765. organizovana izgradnja nemačkih sela. Posebnu pažnju posvećujemo organizaciji prostora: Sela su planski građena u šahovskoj strukturi, a kuće bile uske. Ovi urbanistički i arhitektonski obrasci delimično su očuvani do danas. U radu se koristi istorijska metoda i komparativna analiza radi sagledavanja kulturnih i prostornih posledica, a kolonizacija posmatra kao sredstvo kulturno-političke integracije.

Gljučne reči: Habsburška Monarhija, kolonizacija, Nemci, urbanistički plan

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**Cultural and Material Consequences of Colonization during the
Reign of Joseph II**

This paper analyzes the final systematic wave of colonization in Bačka and Banat during the reign of Joseph II. Aimed at strengthening the Monarchy's economy, a predominantly German population was settled. The colonists brought contemporary knowledge in agriculture and craftsmanship, contributing to the development and acculturation of the local population. Although the Germans preserved their language and culture, their identity evolved through contact with the local inhabitants, resulting in distinctive cultural forms. Under Joseph II, seven German villages were founded in Bačka, while in Banat, the construction of German villages was organized after 1765. Particular attention was given to spatial organization: villages were built according to a chessboard layout, and houses were narrow. These urban and architectural patterns are partially preserved to this day. The paper applies historical methodology and comparative analysis to examine the cultural and spatial consequences, viewing colonization as a tool of cultural-political integration.

Keywords: Habsburg Monarchy, colonization, Germans, urban planning

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INTERKULTURALNOST U ANDRIĆEVOJ „PROKLETOJ AVLJIJ”

Ovaj rad analizira manifestacije interkulturalnosti u „Proklesoj avliji“ Ive Andrića kroz prikaz likova, prostora i narativa, oslanjajući se na teorijske postavke interkulturalizma i postkolonijalne kritike. Problem kojim se rad bavi jeste prikaz interkulturalnosti u okviru zatvorenog mikrosveta, koji predstavlja simbolički model složenih balkanskih kulturnih odnosa pod osmanskim vlašću. Cilj rada je da se identifikuju i interpretiraju ključni elementi interkulturalnosti – likovi, prostori, jezici i kulturni obrasci – koji se prepliću u narativu, te da se osvetle načini njihovog međusobnog delovanja. Metodološki okvir je kvalitativan, hermeneutički i oslonjen na postkolonijalne pristupe. Rezultati analize pokazuju da Andrić u zatvorskoj avliji modeluje višeslojnu kulturnu stvarnost u kojoj interkulturalni kontakti često rezultiraju nesporazumima, ali i ukazuju na potencijal pripovedanja kao sredstva razumevanja i premošćavanja razlika.

Ključne reči: interkulturalnost, Andrić, roman „Prokleta avlija”

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Interculturality in Ivo Andric's novella “The Damned Yard”

This paper analyses the manifestations of interculturality in Ivo Andric's novella ,The Damned Yard‘ through its characters, spatial structures, and narrative layers, relying on theoretical frameworks of interculturalism and postcolonial criticism. The central problem addressed is how interculturality is portrayed

within the microcosm of the Ottoman prison, which serves as a symbolic model of the complex cultural relations in the Balkans under imperial rule. The aim of the paper is to identify and interpret key elements of interculturality—characters, spaces, languages, and cultural patterns—interwoven in the narrative, and to examine the consequences of their interaction. The methodology is qualitative and interpretative, grounded in hermeneutic analysis and postcolonial approaches. The findings show that Andric models a multi-layered cultural reality within the prison courtyard, where intercultural encounters often result in misunderstanding, but also point to the narrative as a means of bridging differences and fostering understanding.

Keywords: interculturality, Andric, novel, Prokleta avlija

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**POLITICAL COMMUNICATION ON SOCIAL NETWORKS AND
THEIR INFLUENCE IN ELECTIONS. CASE STUDY:
ROMANIA 2024-2025**

In recent years, a very strong connection has been made between technology and political communication, creating an easily accessible form of manifestation that attracts groups of citizens disinterested in politics. It offers the possibility of avoiding information bottlenecks for voters, with reduced information costs and a real advantage for politicians and parties. In November 2024, Romania experienced a new reality defined by two terms, pro-European and sovereigns, and practically found itself in a situation of changing political discourse overnight. Among social networks, Tiktok is the main network that contributed to this change, and this study aims to examine this phenomenon from a scientific approach, through quantitative and qualitative analysis of messages distributed by voters and their content.

Keywords: social networks, political communication, political messages, Tiktok, Romania

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**Политичка комуникација на друштвеним мрежама и њихов утицај
 на изборима. Студија случаја: Румунија 2024-2025**

Последњих година успостављена је веома јака веза између технологије и политичке комуникације, стварајући лако доступан облик манифестације који привлачи групе грађана незаинтересованих за политику. Нуди могућност избегавања информационих уских грла за бираче, уз смањене трошкове информација и стварну предност за политичаре и странке. У новембру 2024. године, Румунија је доживела нову стварност дефинисану двома појмовима, проевропском и суверенистичком, и практично се нашла у ситуацији промене политичког дискурса преко ноћи. Међу друштвеним мрежама, Тикток је главна мрежа која је допринела овој промени, а ова студија има за циљ да испита овај феномен са научног приступа, кроз квантитативну и квалитативну анализу порука које дистрибуирају бирачи и њиховог садржаја.

Кључне речи: друштвене мреже, политичка комуникација, политичке поруке, Тикток, Румунија

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**CALCUL LINGVISTIC ȘI IDENTITATEA DISCURSIVĂ.
 CAZUL ROMÂNILOR DIN VOIVODINA**

Lucrarea de față investighează calcul lingvistic în discursul oral și scris al românilor din Voivodina, într-un context de bilingvism diglosic româno-sârb și evidențiază importanța interculturalității și interlingvisticii în înțelegerea

complexității comunicării într-un spațiu plurilingv și multicultural. Corpusul, care stă la baza acestei lucrări, include interviuri cu interlocutorii din mediile rurale și urbane din Voivodina, secvențe din emisiuni și podcasturi („Magazin TV”), precum și articole din presa locală (săptămânalul „Libertatea”). Analiza se bazează pe un cadru teoretic care combină lingvistica variațională (Coșeriu) cu teoria acomodării comunicaționale (Giles) și cu antropologia discursului (Heller, Woolard), pornind de la o metodologie calitativă: analiza discursului, observația etnografică și interpretarea contextuală. În urma analizei, se pot evidenția diferențe între discursul oral și discursul mediatizat, care țin de frecvența calcurilor, dar și de formele și funcțiile lor (pragmatice, identitare, ideologice, expresive și compensatorii). În corpusul analizat, calcul lingvistic apare ca rezultat al bilingvismului funcțional, ca strategie identitară și adaptare pragmatică, ca indiciu al nesiguranței și al loialității etnolingvistice. Comunitatea vorbitorilor adoptă poziții ambigue față de aceste forme, oscilând între inacceptarea normativă a acestora și valorizarea lor ca marcatori discursivi ai unei identități minoritare.

Cuvinte-cheie: calc lingvistic, bilingvism diglosic în Voivodina, variație lingvistică, identitate și ideologii ale limbii, acomodare discursivă

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**Linguistic calculus and discursive identity.
The case of Romanians in Vojvodina**

The paper investigates linguistic calculus in the oral and written discourse of Romanians in Vojvodina, in a context of Romanian-Serbian diglossic bilingualism, and highlights the importance of interculturality and interlinguistics in understanding the complexity of communication in a plurilingual and multicultural space. The corpus, which forms the basis of this paper, includes interviews with interlocutors from rural and urban environments in Vojvodina, sequences from shows and podcasts (“Magazin

TV”), as well as articles from the local press (the weekly “Libertatea”). The analysis is based on a theoretical framework that combines variational linguistics (Coșeriu) with the theory of communicative accommodation (Giles) and with the anthropology of discourse (Heller, Woolard), starting from a qualitative methodology: discourse analysis, ethnographic observation and contextual interpretation. Following the analysis, differences can be highlighted between oral discourse and mediatized discourse, which relate to the frequency of calculi, but also to their forms and functions (pragmatic, identity, ideological, expressive and compensatory). In the analyzed corpus, linguistic calculi appear as a result of functional bilingualism, as an identity strategy and pragmatic adaptation, as an indication of ethnolinguistic insecurity and loyalty. The community of speakers adopts ambiguous positions towards these forms, oscillating between their normative non-acceptance and their valorization as discursive markers of a minority identity.

Keywords: linguistic calculus, diglossic bilingualism in Vojvodina, linguistic variation, language identity and ideologies, discursive accommodation

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ELEMENTE DE INTERCULTURALITATE REFLECTATE ÎN ANTROPONIMIE ÎN ROMANELE LUI OLEG SEREBRIAN

Tema articolului este evidențierea rolului pe care îl are antroponimia în redarea ideii de interculturalitate în romanele *Cântecul mării* și *Woldemar*, de Oleg Serebrian. Obiectivele cercetării constau în identificarea și analizarea funcției de interculturalitate a antroponimelor în contextul onomasticii literare. Metoda utilizată este cercetarea antroponimiei din perspectivă interculturală, o atenție deosebită acordându-se noțiunii de culturism. Rezultatele cercetării implică termenii de multiculturalitate și transculturalitate, alături de cel de interculturalitate, totul fiind proiectat în timpul și în spațiul desfășurării acțiunii celor două romane: Bucovina în perioada celui de-Al Doilea Război Mondial și după. Societatea bucovineană este multiculturală: alături de români trăiau aici ucraineni, evrei, armeni, polonezi și germani, iar diversitatea numelor

personajelor reflectă contactul dintre aceste culturi, antroponimia fiind văzută ca rezultat a comunicării interculturale.

Cuvinte cheie: interculturalitate, antroponimie interculturală, culturem, antroponim

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Elements of Interculturality Reflected in Anthroponymy in Oleg Serebrian's Novels

The theme of the article is to emphasize the role of anthroponymy in rendering the idea of interculturality in the novels *Song of the Sea* and *Woldemar* by Oleg Serebrian. The objectives of the research are to identify and analyse the function of interculturality of anthroponyms in the context of literary onomastics. The method used is the research of anthroponymy from an intercultural perspective, with special attention to the notion of culture. The results of the research involve the terms multiculturalism and transculturalism, as well as interculturality, while all of which is being projected in the time and space of the action from the two novels: Bucovina during the Second World War and after.

Bucovina's society is multicultural: Ukrainians, Jews, Armenians, Poles and Germans lived here alongside Romanians, and the diversity of the characters' names reflects the contact between these cultures, with anthroponymy being seen as the result of intercultural communication.

Keywords: interculturality, intercultural anthroponymy, culturem, anthroponym

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ȘTEFAN BĂNULESCU, UN PRECURSORAL REALISMULUI MAGIC ROMÂNESC

În prezentarea mea voi încerca să demonstrez că romanul lui Ștefan Bănulescu poate fi considerat un predecesor al realismului magic românesc. Subiectul abordat aici face parte dintr-o lucrare mai amplă. În teza mea de doctorat, discut despre realismul magic din Europa Centrală și de Est și, modificând oarecum

principalele teze ale literaturii internațională, consider că primele două romane ale lui Filip Florian și operele lui László Darvasi și Ádám Bodor din literatura maghiară pot fi bine integrate în acest curent și pot fi menționate alături de García Márquez sau Rushdie. Reformularea mea a definiției este o abordare prozaico-poetică, iar prezența sau absența fantasticului (ca orice alt element tematic) într-o operă este un aspect secundar. În schimb, voi lua în considerare poetica narratologică și spațială și voi considera atmosfera magică drept un concept-cheie.

În prelegerea mea voi discuta despre influența lui Bănulescu în literatura maghiară, dintre care cel mai proeminent exemplu este opera lui Ádám Bodor

Cuvinte cheie: Ștefan Bănulescu, magical realism, magical atmosphere, magical causality, Bodor Ádám

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Ștefan Bănulescu, a Precursor of Romanian Magical Realism

In my presentation I will try to demonstrate that Ștefan Bănulescu's novel can be considered a predecessor of Romanian magical realism. The subject addressed here is part of a larger work. In my doctoral thesis, I discuss magical realism in Central and Eastern Europe and, somewhat modifying the main theses of international literature, I consider that the first two novels of Filip Florian and the works of László Darvasi and Ádám Bodor from Hungarian literature can be well integrated into this trend and can be mentioned alongside García Márquez or Rushdie. My reformulation of the definition is a prosaic-poetic approach, and the presence or absence of the fantastic (like any other thematic element) in a work is a secondary aspect. Instead, I will consider narratological and spatial poetics and consider magical atmosphere as a key concept. In my lecture I will discuss Bănulescu's influence on Hungarian literature, the most prominent example of which is the work of Ádám Bodor.

Keywords: Ștefan Bănulescu, magical realism, magical atmosphere, magical causality, Bodor Ádám

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CERCETĂRI ARHEOLOGICE DIN ROMÂNIA ȘI SERBIA. CERAMICA DE TIP GORNEA–KALAKAÇA ȘI INSULA BANULUI

În prima epocă a fierului, în perioada secolelor X-IX a. Chr. se observă la nordul Dunării difuzarea unor influențe noi, provenite din Balcani, din regiunea bazinului Mariței și din aria grupurilor culturale Pșeničevo și Čepina. În sud - vestul României aceste influențe se concretizează prin descoperiri aparținând culturilor arheologice Gornea-Kalakača și Insula Banului. Descoperirile cu ceramică canelată, imprimată și incizată de tip Gornea–Kalakača și Insula Banului, din sud-vestul României, au bune analogii în cercetările arheologice de la sudul Dunării, din Serbia, în special din bazinele inferioare ale Dravei și Savei, în Srem, dar și în bazinul Moravei. În această prezentare ne propunem să analizăm cercetările arheologice din România și Serbia, care au pus în lumină culturile arheologice amintite, datate între secolele X-IX a. Chr.

Cuvinte-cheie: prima epocă a fierului, ceramică, Insula Banului, Gornea–Kalakača, Serbia, România

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Archaeological Research from Romania and Serbia. Ceramics of the Gornea–Kalakača and Insula Banului Type

In the beginning of the Iron Age, between the 10th and 9th centuries BC, in the north of the Danube is characterized through the diffusing of some new influences from the Balkans, arrived from the Marița's basin, from the area of Pșeničevo and Čepina cultural groups. In the south-west of Romania, these

influences are materialized through discoveries belonging to the Gornea-Kalakača and Insula Banului archaeological cultures. Groups with grooved and imprinted ceramics of the Gornea-Kalakača and Insula Banului types, from southwestern Romania, have good analogies in archaeological research from the south of the Danube, in Serbia, especially from the lower basins of the Drava and Sava, in Srem, but also in the in the Timok end Morava basin. In this presentation we aim to analyze the archaeological research in Romania and Serbia, that has revealed archaeological cultures, dated between the 10th and 9th centuries BC.

Keywords: the beginning of the Iron Age, ceramics, Insula Banului, Gornea-Kalakača, Serbia, România

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POVESTEA CAILOR LUI SÂNTOADER

În această lucrare prelucrăm tematica cailor și sărbătoarea *Săptămâna cailor lui Sântoader*, legată de prima săptămâna a Postului. Așa, după cum spune și titlul „Povestea Cailor lui Sântoader”, aici punem accentul pe o poveste veche din bătrâni, povestită de Sofia Ghermineanț, la Uzdin, Banat, în anul 1965 al veacului trecut. În lucrarea noastră și prin varianta uzdineană, încercăm să arătăm cât de importantă este pentru noi, cei care trăim pe aceste meleaguri, *Ziua Sfântului Toader* în cultul creștin ortodox, dar care are rădăcini mult mai adânci, de exemplu, începutul anului agrar (primăvară-toamnă) și până la ideile contradictorii despre cai, rău-bun, precum și anumite credințe și obiceiuri din străbuni pe această tematică, persistând în memoria neamului românesc până în zilele noastre.

Cuvinte cheie: literatura populară, folclor și obiceiuri românești, cultul creștin ortodox

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The Story of Sântoader's Horses

In this work, we address the theme of horses and the celebration of Sântoader's Horses Week, which is connected to the first week of Lent. As the title "The Story of Sântoader's Horses" suggests, we focus on an old tale passed down through generations, told by Sofia Ghermineanț in Uzdin, Banat, in 1965. In our work, and through the Uzdin version, we aim to highlight how important the Day of Saint Toader is to us, the people living in these lands, within the Orthodox Christian faith. However, this celebration also has much deeper roots, such as marking the beginning of the agrarian year (spring to autumn), and extending to contradictory ideas about horses, good and evil, as well as certain beliefs and customs handed down by our ancestors on this theme, which continue to persist in the memory of the Romanian people to this day.

Keywords: popular literature, Romanian folklore and customs, Orthodox Christian faith

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CÂNTAREA – SEMNIFICAȚII CONCEPTUALE ÎN POEZIA LUI TRAIAN DORZ

Lucrarea noastră își propune să ia în discuție aspecte privind semnificațiile substantivului *cântare* în opera lirică a lui Traian Dorz – un autor român contemporan a cărui experiență de viață se confundă aproape în totalitate cu cea de natură creatoare. Vom avea în vedere valențele stilistice contextuale ale unor echivalențe semantice și ale unor definiții poetice valorificate expresiv, în relație cu termenul *cântare* – concept definitoriu prin intermediul căruia scriitorul a ales să desemneze ideea de *creație artistică*, privită ca misiune specială a sa și, totodată, ca manieră de a-L sluji pe Dumnezeu. Dincolo de atari premise analitice, integrarea unor asemenea grupuri nominale în versuri emblematice

pentru mesajul de ansamblu al liricii lui Traian Dorz pune în lumină principii referitoare la crezul lui artistic și existențial, la raporturile ființei umane cu Divinitatea, aici și în perspectiva eternității.

Cuvinte-cheie: cântare, poezie mistico-religioasă, grupuri nominale, gramatică, stilistică

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Cântarea – Conceptional Significations in Traian Dorz's Poetry

Our paper aims at taking into consideration aspects regarding the signification of the noun *cântare* in the lyrical work of Traian Dorz – a contemporary Romanian writer whose life experience blends into the creative one. We will have in view the contextual stylistic valences of some poetical definitions expressively rendered, in relation with *cântare* – an emblematic term through which the writer chose to designate the idea of *artistic creation*, regarded as his special mission and, at the same time, as a manner to serve God. Beyond such analytical premises, integrating these nominal groups in key lines for Traian Dorz's lyrical message, as a whole, highlights principles related to his artistic and existential beliefs, to the communication between God and man, here and in the perspective of eternity.

Keywords: cântare, mystical-religious poetry, nominal groups, Grammar, stylistics

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ДОМ ЯК ПРОСТОР (НЕ)СИГУРНОСТИ У ТВОРЧОСТИ АГНЕТИ БУЧКО ПАПГАРГАЇ И НАМИКА КАБИЛА

У теј работи буде анализоване значење дома у литературней творчосци Агнети Бучко Папгаргаї и у роману *Бездомнік* Намика Кабила. Дом буде спатрени як место сигурности хторе, кед до валалу войдзе война, у єдней хвильки постава место несигурности и руйнованя швета односно микрокосмосу єй бивательох. Судьби тих людзох повязую глібоко усадзени митологийни образци роздумованя у вязи зоз одношеньом гу свойому дому, як и шведочене о глібокей вязи медзи человеком и простором у хторим є народзени. Праве тото нїтка хтора повязує литературни діла двох спомнутих писательох, без огляду же слово о зявеньох на розличних просторох. Зоз компаративну анализу укажемо цо подобне, а цо розличне у одношенью медзи человеком и простором, точнейше домом у литературних ділох тих писательох.

Ключни слова: руска литература, Агнета Бучко Папгаргаї, Намик Кабил, дом, простор

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Home as a Place of (in)Security in Ahneta Bučko Papharhaji's and Namik Kabil's Literary Works

The aim of this paper is to present home in Ahneta Bučko Papharhaji's short stories and in the novel *The Homeless Man* by Namik Kabil. Home will be analyzed as the (only) place where their characters feel safe, but that place, when the war starts, becomes a place of insecurity and the destruction not only the home as a residential object, but the home as a microcosmos for people who live there. Destinies of these people are connected by deep-seated mythological patterns of thinking regarding the relationship to their homes, as well as to the

space in which they were born. This is the thread that connects literary works of two mentioned writers, regardless of the fact that it is a phenomenon in two different areas. Those similarities and differences will be shown through comparative analysis.

Keywords: Ruthenian literature, Ahneta Bučko Papharhaji, Namik Kabil, home, space

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RECEPCIA ŽIVOTA A DIELA JANKA ŠAFÁRIKA (1814 – 1876) V ČESKOM A SLOVENSKOM KULTÚRNOM PROSTREDÍ

Dielo významného vedca Dr. Janka Šafárika (1814 – 1876) patrí predovšetkým do srbského kultúrneho priestoru, ale keďže bol slovenského pôvodu a mal blízke kontakty s českým národným hnutím, podobne ako jeho strýc Pavel Jozef Šafárik (1795 – 1861), patrí do kultúrnej histórie všetkých troch národov. Na rozdiel od srbského prostredia, kde jeho dielo bolo predmetom pozoruhodnej reflexie, v českom a slovenskom kontexte evidujem značné premeny recepcných procesov. Prvú fázu časovo vymedzujem od jeho ročného pobytu v Prahe v období 1838 – 1839 a následne aktívnou prítomnosťou vo vedeckom živote Srbska (od roku 1843) o čom nachádzame správy v dobových českých a slovenských časopisoch (*Časopis Musea království Českého*, *Lumír*, *Světozor*, *Literární listy*, *Pešťbudínske vedomosti* a i.). Druhá fáza zahŕňa bádania hlavne v druhej polovici 20. storočia (s niekoľkými výnimkami), kde sa autori venovali jeho knižníckej činnosti (Miraš Klčovič, 1957), rodinným väzbám a školeniu na evanjelickom lýceu v Bratislave (Zdenka Sojková, 1961), archeologickému výskumu (Milan Horňák, 2016) či celkovému pôsobeniu (S. Jovankovič, 2018). Ale i napriek niekoľkým serióznym štúdiám, ako to konštatovali viacerí autori, Janko Šafárik a jeho dielo je v slovenskom a českom vedeckom kontexte nedostatočne známy. Cieľom príspevku je ukázať na premeny a konštanty, respektíve zmeny perspektívy v nazeraní na osobnosť, dielo a dedičstvo Janka Šafárika v slovenskom a českom kultúrnom prostredí.

Kľúčové slová: Janko Šafárik (1814 – 1876), recepcia, české a slovenské prostredie

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Reception of the Life and Work of Janko Šafárik (1814 – 1876) in the Czech and Slovak Cultural Environment

The work of the prominent scientist Dr. Janko Šafárik (1814 – 1876) belongs primarily to the Serbian cultural space, but since he was of Slovak origin and had close contacts with the Czech national movement, similar to his uncle Pavel Jozef Šafárik (1795 – 1861), he belongs to the cultural history of all three nations. In contrast to the Serbian environment, where his work was the subject of remarkable reflection, in the Czech and Slovak context I record significant changes in reception processes. I define the first phase in time from his one-year stay in Prague in the period 1838 – 1839 and subsequently by his active presence in the scientific life of Serbia (from 1843), about which we find reports in contemporary Czech and Slovak magazines (*Časopis Musea království Českého*, *Lumír*, *Světobzor*, *Literární listy*, *Pešťbudínske vedomosti*, etc.). The second phase includes research mainly in the second half of the 20th century (with a few exceptions), where the authors focused on his librarianship (Miraš Klčovič, 1957), family ties and training at the Evangelical Lyceum in Bratislava (Zdenka Sojková, 1961), archaeological research (Milan Horňák, 2016) or overall work (S. Jovankovič, 2018). But despite several serious studies, as stated by several authors, Janko Šafárik and his work are insufficiently known in the Slovak and Czech scientific context. The goal of the article is to point out the transformations and constants, or rather changes in perspective in the view of the personality, work and legacy of Janko Šafárik in the Slovak and Czech cultural environment.

Keywords: Janko Šafárik (1814 – 1876), reception, Czech and Slovak environment

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**VYUŽITIE AFEKTÍVNYCH METÓD VO VYUČOVANÍ
SLOVENČINY AKO CUDZIEHO JAZYKA**

Príspevok sa venuje využitiu afektívnych vyučovacích metód vo vyučovaní slovenčiny ako cudzieho jazyka na príklade vyučovania ukrajinských študentov. Afektívna zložka učenia, ktorá zahŕňa emócie, postoje a hodnoty, zohráva kľúčovú úlohu nielen pri budovaní pozitívneho vzťahu k jazyku a kultúre, zároveň prispieva k prekonávaniu komunikačných bariér v cudzojazyčnom prostredí. Cieľom príspevku je predstaviť konkrétne metódy a aktivity (hranie rolí, etické dilemy, práca s emočnými kartami využitie spomienok), ktoré podporujú emocionálne zapojenie študentov, zvyšujú ich motiváciu a prispievajú k hlbšiemu osvojeniu si jazykových zručností. Príspevok vychádza z dlhodobej pedagogickej praxe a poukazuje na význam afektívneho učenia pri prekonávaní jazykových bariér a budovaní interkultúrnej kompetencie.

Kľúčové slová: afektívne učenie, slovenčina ako cudzí jazyk, emocionálne zapojenie, interkultúrna kompetencia, ukrajinskí študenti

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The Use of Affective Methods in Teaching Slovak as a Foreign Language

The paper is devoted to the use of affective teaching methods in teaching Slovak as a foreign language on the example of teaching Ukrainian students. The affective component of learning, which includes emotions, attitudes and values, plays a key role not only in building a positive relationship to the language and culture, but also contributes to overcoming communication barriers in a foreign language environment. The aim of the paper is to present specific methods and activities (role-playing, ethical dilemmas, working with emotional cards,

using memories) that support the emotional involvement of students, increase their motivation and contribute to a deeper acquisition of language skills. The contribution is based on long-term pedagogical practice and points out the importance of affective learning in overcoming language barriers and building intercultural competence.

Keywords: affective learning, Slovak as a foreign language, emotional involvement, intercultural competence, Ukrainian students

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ZBIERKA SLOVENSKÝCH A SLOVINSKÝCH PRÍSLOVÍ A POREKADIEL V MEDZIVOJNOVOM OBDOBÍ

Po rozpade Uhorska boli evanjelickí Slováci v Maďarsku a Slovinci v Prekmurji nútení, aby si zorganizovali svoj cirkevný a kultúrny život. Evanjelická slovinská inteligencia v Prekmurji odmietla používanie centrálneho slovinského spisovného jazyka a naďalej používala svoj regionálny literárny jazyk. Slovenskí evanjelici z Békešskej župy nemohli udržiavať priame kontakty s Československom, a preto začali samostatnú vydateľskú činnosť. Obidve cirkevné komunity považovali za dôležité, aby kultivovali svoj materinský jazyk. Jedným z prostriedkov tejto snahy bolo aj zbieranie prísloví a porekadiel. Evanjelický učiteľ Janoš Flisar publikoval svoju zbierku v ročníkoch Evangeličanského kalendára (1940, 1941). Najväčšiu slovenskú zbierku zostavil Michal Francisci v roku 1934. Vo svojej prednáške porovnávam slovenské a slovinské príslovia a porekadlá s ich maďarskými ekvivalentami. Osobitne sa zameriam na otázku, do akej miery môžu byť tieto zbierky autentickým prameňom prekmurštiny a nárečia Slovákov na Dolnej zemi.

Kľúčové slová: Slováci v Maďarsku, Slovinci v Prekmurji, frazeológia, medzivojnové obdobie, evanjelická cirkev

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Collections of Slovak and Slovene Proverbs in the Interwar Period

After the dissolution of the Kingdom of Hungary, Lutheran Slovaks in Hungary and Slovenes in Prekmurje were compelled to organize their own religious and cultural life. The Lutheran Slovene intelligentsia in Prekmurje rejected the use of the central Slovene literary language and continued to use their regional literary variety. Slovak Lutherans from Békés County were unable to maintain direct contact with Czechoslovakia and therefore initiated independent publishing activities. Both religious communities considered it important to cultivate their mother tongue. One means of doing so was the collection of proverbs. Lutheran teacher Janoš Flisar published his collection in the *Evangelický koledár* (1940, 1941). The largest Slovak collection was compiled by Michal Francisci in 1934. In my lecture, I compare Slovak and Slovene proverbs with their Hungarian equivalents. I will specifically address the extent to which these collections can serve as authentic sources for the Prekmurje dialect and the dialects of Slovaks in Békés County.

Keywords: Slovaks in Hungary, Slovenes in Prekmurje, phraseology, interwar period, Lutheran Church

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**EKOKRITICKÁ INTERPRETÁCIA BÁSNÍ PAĽA BOHUŠA
ZARADENÝCH DO ČÍTANIEK PRE ZÁKLADNÉ A STREDNÉ
ŠKOLY VO VOJVODINE**

Medzi požiadavkami v nových vzdelávacích štandardoch výsledkov na konci druhého a tretieho stupňa vzdelávania v materinskom jazyku vo Vojvodine sú využívanie rôznych metód pri interpretácii literárnych diel a uplatnenie

znalosti jazyka a literatúry v situáciách, ktoré sú dôležité pre aktívnu občiansku angažovanosť. Cieľom príspevku je poukázať na možnosť interpretácií básní Paľa Bohuša (1921-1997), zaradených do čítaniek pre základné a stredné školy, podľa metodológie ekokritiky. Príroda a jej živly zaberali závažnú časť Bohušovej tvorby, autor ich širšie sémantizoval, z hľadiska ekocentrizmu mal na zreteľ globálne cítenie starostlivosti o to, čo nás živí, z čoho sme. Rastlinný a živočíšny svet sa v jeho tvorbe môže usúvzťažniť so životným cyklom a filozofiou života. V príspevku sledujeme motívy viniče, konopy a koňa v básňach V otcovej vinici, Konopa a Anjel so zreteľom na vzťah medzi prírodou a subjektom, prírodou a životným svetom, funkciu prírodných motívov v poetickej estetizácii.

Kľúčové slová: príroda, poézia, subjekt, ekokritika, Paľo Bohuš

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Ecocritical interpretation of poems by Paľo Bohuš included in reading books for elementary schools and high schools in Vojvodina

One of the requirements in the new educational standards of results at the end of the second and third stages of education in the native language in Serbia is the use of various methods in the interpretation of literary works and knowledge of language and literature in situations that are important for active civic engagement. The aim of the article is to point out the possibility of interpreting the poems of Paľo Bohuš (1921-1997), included in reading books for elementary schools and high schools, according to the methodology of ecocriticism. Nature and its elements formed a significant part of Bohuš's work, who was one of the few who gave nature motifs a broader semantic scope and, from the point of view of ecocentrism, had in mind a global sense of care for what feeds us, what we are made of. The plant and animal world in the work of this poet can be correlated with the life cycle, and even with the philosophy of life. In this article, we examine the motifs of vines, hemp and horse in the poems „In the Father's Vineyard“, „Hemp“ and „Angel“ by Paľo Bohuš with regard to the relationship between nature and the subject, nature and the living

world, the functions and values of natural motifs in the aestheticization of poetic expression.

Keywords: nature, poetry, subject, ecocriticism, Paľo Bohuš

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KOLÍZNE JAVY V SLOVENSKO-SRBSKOM JAZYKOVOM KONTAKTE NA LEXIKÁLNEJ A ZVUKOVEJ ROVINE (VÝSLEDKY PROJEKTU SKLA, ERASMUS+)

Príspevok predstavuje výskumné aktivity realizované v rámci projektu *Inovácia a optimalizácia vzdelávacích nástrojov a prostriedkov výučby slovenčiny mimo územia Slovenska* so zameraním na lexikálnu a zvukovú rovinu slovenského jazyka v kontexte slovensko-srbských jazykových kontaktov. V oblasti lexiky sa výskumy sústredili na vplyv nárečí a interferenciu srbského jazyka v komunikácii vojvodinských Slovákov, na výskyt medzijazykovej homonymie vo vyučovaní slovenčiny ako cudzieho jazyka, ako i na kontrastívne spracovanie deminutív a augmentatív v slovensko-srbskom porovnaní. V rámci výskumov zvukovej roviny sa pozornosť venuje ortografickým a fonologickým rozdielom medzi srbčinou a slovenčinou, spoluhláskovým a vokalicným alternáciam a ďalším kolíznym javom na morfolologickej hranici. Výsledky výskumov poukazujú na jazykovú dynamiku bilingválneho prostredia a identifikujú interferenčné body, ktoré môžu ovplyvniť osvojovanie si slovenčiny u používateľov so srbským jazykovým pozadím.

Kľúčové slová: slovenčina ako cudzí jazyk, jazyková interferencia, bilingvizmus, lexikálna rovina, fonologické javy

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**Conflicting Phenomena in Slovak-Serbian Language Contact on the
Lexical and Phonological Levels
(Results of the SKLA Project, Erasmus+)**

The paper presents research activities carried out within the framework of the project Innovation and Optimization of Educational Tools and Resources for Teaching Slovak Outside the Territory of Slovakia, with a particular focus on the lexical and phonological levels of the Slovak language in the context of Slovak-Serbian language contact. In the area of lexis, the research concentrated on the influence of dialects and the interference of the Serbian language in the communication of Slovaks from Vojvodina, the occurrence of interlingual homonymy in teaching Slovak as a foreign language, and a contrastive analysis of diminutives and augmentatives in the Slovak-Serbian context. Phonological-level research addressed orthographic and phonological differences between Serbian and Slovak, consonant and vowel alternations, as well as other conflicting phenomena occurring at morphological boundaries. The results highlight the linguistic dynamics of a bilingual environment and identify interference points that may affect the acquisition of Slovak among speakers with a Serbian linguistic background.

Keywords: Slovak as a foreign language, language interference, bilingualism, lexical level, phonological phenomena

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**INTERKULTÚRNOSŤ A VPLYV MÉDIÍ NA PRÍKLADE
TELEVÍZNEHO MAGAZÍNU „KVARTETO“**

Pod pojmom interkultúrnosť vnímame vzťahy medzi rozdielnymi kultúrami, ich vzájomné prepojenie a ovplyvňovanie rozvíjaním ich odlišností, čo má dôležitý význam najmä v jazykovo a kultúrne zmiešaných prostrediach. Z tohto pohľadu patrí k najzaujímavejším európskym regiónom oblasť strednej Európy, konkrétne spoločenstvo štyroch stredoeurópskych štátov – Česka, Maďarska, Poľska a Slovenska – známe ako Vyšehradská skupina alebo Vyšehradská štvorka. Cieľom nášho príspevku je zistiť (prostredníctvom kvantitatívnych a kvalitatívnych metód výskumu médií), ako problematiku interkultúrnosti v danom regióne reflektuje unikátny televízny magazín „Kvarteto“, ktorý pripravujú spoločne verejnoprávni tvorcovia z Česka, Maďarska, Poľska a Slovenska. Magazín si v tomto roku pripomína 25. výročie svojej existencie.

Kľúčové slová: Vyšehradská štvorka, televízny magazín, Kvarteto, STVR (Slovenská televízia a rozhlas)

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**Interculturalism and the Media's Influence on the Example of the
Television Magazine "Kvarteto"**

The term interculturalism refers to the relations between different cultures, their interconnection and influencing of individual cultures by developing their differences, which is of particular importance in linguistically and culturally mixed environments. From this perspective, one of the most interesting European regions is the Central European region, specifically a cultural and political alliance of four Central European states – Czechia, Hungary, Poland, and Slovakia – known as the Visegrad Group or the Visegrad Four. The aim of

the contribution is to find out (through quantitative and qualitative methods of media research) how the issue of interculturalism is reflected in the Visegrad Four region – by the unique television magazine “Kvarteto” (literally: Quartet), which is jointly prepared by public service creators from Czechia, Hungary, Poland, and Slovakia. This year, the magazine celebrates its 25th anniversary.

Keywords: Visegrad Four, television magazine, Kvarteto (Quartet), STVR (Slovak Television and Radio)

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SÚČASNÁ SLOVENSKÁ PRÓZA V SRBSKOM KULTÚRNOM PROSTREDÍ

Zvyšný počet prekladov slovenskej beletrie do srbského jazyka v posledných dvoch desaťročiach vytvoril podklad na výskum prípadného prínosu súčasnej slovenskej prózy pre srbské kultúrne prostredie. V tomto príspevku sa chceme sústrediť na preklady románov niekoľkých slovenských autoriek, aby sme vystopovali tematické okruhy a štylistické charakteristiky slovenského „ženského písania“ a porovnali ich s dominantnými trendmi v srbskej literatúre. Cieľom výskumu je zistiť mieru blízkosti, či vzdialenosti slovenskej a srbskej kultúry a adekvátnosť prenosu štylovej látky pri preklade z jedného jazyka do druhého.

Kľúčové slová: slovenská beletria, srbská beletria, preklad, kultúry blízke, kultúry vzdialené

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Contemporary Slovak Prose in the Serbian Cultural Environment

Rising numbers of Slovak beletristics translations into Serbian language during the last two decades formed basis for research of eventual contribution of contemporary Slovak prose to Serbian cultural field. We intend to focus

on translations of novels by a few Slovak female writers to find diapazon of themes and stylistic characteristics of Slovak „female writing“ and compare it to dominant trends in Serbian literature. The goal of the research is to identify the scale of closeness or distance of Slovak and Serbian culture and adequacy of the transfer of stylistic material during translating from one language to another.

Key words: Slovak beletristics, Serbian beletristics, translation, close cultures, distant cultures

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ZO SLOVENSKEJ VOJVODINSKEJ TLAČE O SRBSKÝCH PRAVOSLÁVNÝCH FARÁROCH V KYSÁČI V PRVEJ POLOVICI 20. STOROČIA

Všestranná cirkevno-osvetová, literárno-prekladateľská a politická spolupráca srbskej pravoslávnej a slovenskej evanjelickej inteligencie v Kysáči tvorí významnú súčasť dejín vojvodinských Slovákov, no stále je málo preskúmaná. Cieľom tohto výskumu bolo zistiť, do akej miery slovenská vojvodinská tlač v prvej polovici 20. storočia sledovala verejné aktivity srbských farárov v pravoslávnom cirkevnom zbore v Kysáči. Výsledky výskumu ukazujú, že slovenská vojvodinská tlač (*Dolnozemský Slovák*, *Národná jednota*, *Náš život*) zaznamenávala relevantné informácie o pôsobení srbských pravoslávnych farárov v cirkevnom zbore v Kysáči. Osobitné miesto patrí článkom o srbsko-slovenskej politickej spolupráci, ako aj o zapojení srbských farárov do kultúrneho života miestneho majoritného slovenského obyvateľstva.

Kľúčové slová: Srbi, Slováci, Kysáč, evanjelicko-pravoslávne vzťahy, Jovan Vučerić, Zoran Akšamović, začiatok 20. storočia

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Slovak Vojvodina Press on Serbian Orthodox Parish Priests in Kysáč in the First Half of the 20th Century

The multifaceted church-educational, literary-translational, and political cooperation between the Serbian Orthodox and Slovak Evangelical intelligentsia in Kysáč represents a significant yet understudied aspect of the history of Vojvodina Slovaks. This study aims to examine the extent to which the Slovak Vojvodina press in the first half of the 20th century reported on the public activities of Serbian Orthodox parish priests in Kysáč. The findings indicate that the Slovak Vojvodina press (*Dolnozemský Slovák*, *Národná jednota*, *Náš život*) documented key events related to the activities of Serbian Orthodox priests within the local Orthodox congregation. Particular attention in the press was given to Serbian-Slovak political cooperation and the involvement of Serbian clergy in the cultural life of Kysáč's predominantly Slovak population.

Keywords: Serbs, Slovaks, Kysáč, Evangelical-Orthodox relations, Jovan Vučerić, Zoran Akšamović, early 20th century.

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**KONSTRAKTA TANÍTÓ AVATARJAI
MESTERSÉGES INTELLIGENCIA ÉS VIRTUALIZÁCIÓ**

Konstrakta (Ana Đurić) közismert szerb dalszerző, énekesnő. 2025 március végén tette közzé a YouTube-on Skup slova (Betűcsoport) című, négy tételből álló videóklipjét. A projekt művészi kidolgozottsága, akusztikai, képi és

szövegvilága, továbbá narratív kerete kompakt egészset alkot, miközben érzékletes módon szemlélteti a mesterségesintelligencia-alkalmazások által felerősített digitalizáció, valamint virtualizáció folyamatát. Az előadás az említett jelenségek köz- és felsőoktatásbeli integrálhatóságát Konstrakta alkotásán keresztül mutatja be. A tudományos és oktatás-módszertani eredmények nem csupán vajdasági, továbbá szerbiai szinten, hanem tágabb keretben is hasznosíthatók.

Kulcsszavak: Konstrakta, mesterséges intelligencia, digitalizáció, virtualizáció

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Educational Avatars of Konstrakta Artificial Intelligence and Virtualization

Konstrakta (Ana Đurić) is a well-known Serbian singer-songwriter. At the end of March 2025, she published a video clip entitled Skup slova (Letter Group) on YouTube, consisting of four parts. The project's artistic elaboration, acoustic, visual and textual world, as well as its narrative framework, form a compact whole, while vividly illustrating the process of digitalization and virtualization amplified by the application of artificial intelligence. The presentation demonstrates the integrability of these phenomena into public and higher education through Konstrakta's creation. The scientific and educational-methodological findings can be utilized not only in Vojvodina and Serbia, but also in a broader context.

Keywords: Konstrakta, artificial intelligence, digitalization, virtualization

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**A MESTERSÉGES INTELLIGENCIA SZEREPE AZ INKLUZÍV ÉS
INTERKULTURÁLIS SZAKOKTATÁSBAN**

A VETAssIst (Artificial Intelligence as VET Teacher Assistant) Erasmus+ projekt célja a mesterséges intelligencia (MI) eszközeinek bevezetése a szakoktatásba a tanárok munkájának támogatására. A kutatás célja a projekt szerbiai megvalósításának feltérképezése, különös tekintettel az MI-eszközök oktatási célú alkalmazására. A vizsgálat dokumentumelemzésen és esettanulmányokon alapul. Az elemzett példák alapján az MI – például fordítók, beszédfelismerők, tanulási útvonal-ajánlók – segítheti a nyelvi akadályok leküzdését, a tanulók kulturális háttérének figyelembevételét és a tanárok interkulturális érzékenységének fejlődését. A projekt nemzetközi jellege és a digitális eszközök sokoldalúsága hozzájárulhat az inkluzív és kulturálisan érzékeny szakoktatás támogatásához.

Kulcsszavak: mesterséges intelligencia, szakoktatás, interkulturalitás, digitális eszközök

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The Role of Artificial Intelligence in Inclusive and Intercultural Vocational Education

The VETAssIst (Artificial Intelligence as VET Teacher Assistant) Erasmus+ project aims to introduce artificial intelligence (AI) tools into vocational education and training (VET), with a particular focus on supporting teachers. The objective of this research is to explore the implementation of the project in Serbia, with special attention to the educational use of AI tools. The study is based on document analysis and case studies. The examined examples show that AI tools—such as automatic translators, speech recognition systems, and personalized learning path generators—can effectively support overcoming language barriers, considering learners' cultural backgrounds, and enhancing teachers' intercultural sensitivity. The international scope of the project and the versatility of digital tools contribute to fostering inclusive and culturally responsive vocational education.

Keywords: artificial intelligence, vocational education, interculturality, digital tools

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**OLVASÁSTÓL A MEGOLDÁSIG: A KOOPERATÍV TANULÁS
HATÁSA A SZÖVEGES FELADATOK TANÍTÁSÁBAN**

A szöveges matematikai feladatok megoldása kulcsfontosságú szerepet tölt be a tanulók problémamegoldó és gondolkodási képességeinek fejlesztésében. A jelen kutatás célja annak feltárása volt, milyen hatással van a kooperatív tanulás a negyedik osztályos tanulók teljesítményére e feladattípusok esetében. Az eredmények szerint a kooperatív tanulási formában részt vevő tanulók teljesítménye szignifikánsan javult, szemben a hagyományos oktatásban részesülő tanulótársaikkal. A módszer alkalmazása pozitívan befolyásolta a tanulók együttműködését, szociális érzékenységét, kommunikációs és felelősségvállalási képességeit is. A feladatok differenciálása és a tanulók aktív bevonása előnyösnek bizonyult az inkluzív és interkulturális nevelés szempontjából. Az eredmények alapján javasolt a kooperatív tanulás tudatos alkalmazása a matematikaoktatásban, a szöveges feladatok feldolgozása terén, mivel e megközelítés nemcsak a tanulói teljesítményre, hanem az osztálytermi légkörre is kedvező hatást gyakorol.

Kulcsszavak: kooperatív tanulás, matematikaoktatás, szöveges feladatok, hatékony tanulás, interkulturalitás

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From Reading to Solving: the Impact of Cooperative Learning in Teaching Word Problems

Solving mathematical word problems plays a key role in developing students' problem-solving and thinking skills. The aim of this study was to explore the impact of cooperative learning on the performance of fourth-grade students when working with this type of task. The results show that students participating in cooperative learning significantly outperformed their peers who received traditional instruction. The use of cooperative methods positively affected students' collaboration, social sensitivity, communication, and sense of responsibility. Task differentiation, and active involvement proved beneficial from the perspective of inclusive and intercultural education. Based on the results, the conscious application of cooperative learning in mathematics education—in the teaching of word problems—is recommended, as this approach not only improves student achievement but also contributes to a more positive classroom atmosphere.

Keywords: cooperative learning, mathematics education, word problems, effective learning, interculturality

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**TANULÁSI MOTIVÁCIÓ AZ OKTATÁSI KÖRNYEZETEK
ÖSSZEFÜGGÉSÉBEN VAJDASÁGI MAGYAR KISEBBSÉGI
EGYETEMISTÁK KÖRÉBEN – EGY KUTATÁSI TERV
BEMUTATÁSA**

A jelen előadás célja egy kutatási terv ismertetése, amely a tanulási motiváció alakulását vizsgálja három eltérő oktatási környezetben (jelenléti, online és hibrid) vajdasági magyar hallgatók körében. A kutatás egyik újdonsága a minta bővítése, amely lehetővé teszi az összehasonlítást nemcsak különböző oktatási formák, hanem eltérő képzési területek (pedagógusképzés, műszaki felsőoktatás) és motivációs mintázatok között is. A vizsgálat célja, hogy feltérképezze, milyen hosszú távú hatások maradtak fenn a digitális oktatás nyomán, hogyan formálódott a hallgatók önszabályozása, érdeklődése, kitartása és társas motivációja. A kutatás kombinált módszertannal (kérdőíves adatfelvétel, fókuszcsoporthozos interjúk, longitudinális összevetés) valósul meg. A bemutatott terv nemcsak a vajdasági magyar felsőoktatásban tanulók tanulási motivációjának mélyebb megértését szolgálja, hanem hozzájárulhat az adaptív felsőoktatási modellek fejlesztéséhez is.

Kulcsszavak: tanulási motiváció, hibrid oktatási környezet, önszabályozó tanulás

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**Learning Motivation in the Context of Educational Environments
in Hungarian Minority Students from Vojvodina – Presentation of a
Research Plan**

This presentation introduces a research plan that examines the development of learning motivation among Hungarian-speaking university students in Vojvodina across three distinct educational environments: face-to-face, online, and hybrid formats. One of the novelties of the research lies in the expansion of the sample, allowing for comparisons not only between different forms of education but also between diverse fields of study (teacher education and technical higher education) and motivational patterns. The study aims to explore the long-term effects of digital education and how students' self-regulation, interest, perseverance, and social motivation have evolved. The research applies a mixed-methods approach, combining questionnaire-based data collection, focus group interviews, and longitudinal comparisons. The presented plan aims not only to deepen our understanding of learning motivation among Hungarian students in Vojvodina but also to contribute to the development of adaptive models in higher education.

Keywords: learning motivation, hybrid educational environment, self-regulated learning, intercultural higher education

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**ÖNREGULÁCIÓ ÉS SAVORING VAJDASÁGI MAGYAR
KISEBBSÉGI EGYETEMISTÁK KÖRÉBEN**

Az önreguláció és a savoring két olyan pillére a mentális egészségnek, amely meghatározóan áthatja mindennapi közérzetünket és személyközi viszonyaink minőségét is. Ez a két mozzanat jelentősen javíthat, illetve ronthat életminőségünkön, betüremkedve a privát, munkahelyi, illetve a tágabb társas szférába is. Jelen munkában a pozitív mentális egészség ezen aspektusaira koncentrálnak, mivel szintjükben találtak oszcillációt vajdasági magyar kisebbségi kontextusban, a magyarországi magyar többségi működéshez viszonyítva. A dolgozat célja, hogy részletesebben körbejárja e két fogalom jelentését, meghatározásait és a szerbiai eredményeket. Ily módon a vajdasági magyar egyetemisták erősségeit, illetve jelenleg hátrányban levő jellemzőit vesszük górcső alá, a lehetséges tudományos magyarázatok után is kutatva.

Kulcsszavak: önreguláció, savoring, vajdasági magyar kisebbség, mentális egészség

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Self-regulation and Savoring Among Hungarian Minority University Students in Vojvodina

Self-regulation and savouring are two pillars of mental health that significantly influence our everyday mood and the quality of our interpersonal relationships. These two aspects can significantly improve or worsen our quality of life, permeating the private, workplace and wider social spheres. In this paper, we focus on these aspects of positive mental health, as we found oscillations in their levels in Vojvodinian Hungarian minority contexts compared to Hungarian majority from Hungary. The aim of this paper is to explore the meaning and definitions of these two concepts in a more detailed manner and also the Serbian results. This enables us to examine the strengths and currently disadvantageous characteristics of Hungarian university students from Vojvodina, also searching for possible scientific explanations.

Keywords: self-regulation, savoring, Vojvodinian Hungarian minority, mental health

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**MAGYAR ANYANYELVŰ TANULÓK SZERB
MEGNYILATKOZÁSAINAK JELLEMZŐI A KÉRÉS
PRAGMATIKÁJÁNAK TÜKRÉBEN**

A dolgozat vajdasági magyar anyanyelvű hallgatók szerb nyelven megfogalmazott kéréseinek jellemzőit vizsgálja a köztesnyelvi pragmatika keretein belül. Az adatgyűjtés diskurzuskiegészítő teszt segítségével történt, amely során az adatközlőknek kisebb és nagyobb súlyú kéréssel kellett fordulniuk különböző szociális és társadalmi távolságban levő személyekhez. A kutatás egy korábbi szakasza kontrasztív vizsgálat által feltérképezte az alkalmazott kérésstratégiákat, míg jelen tanulmány a kérések jellemzőit elemzi, figyelembe véve a külső és a belső módosítók használatát, amelyek kihatnak a megnyilatkozás udvarias voltára. A dolgozat kitér az anyanyelvi hatásokra és az interkulturális különbségekre is. A vizsgálat megállapításai rávilágítanak az adatközlők pragmatikai kompetenciájára, továbbá az eredmények hasznosíthatók a szerb mint nem anyanyelv oktatásának fejlesztésében.

Kulcsszavak: kérés, magyar nyelv, szerb nyelv, módosítók, pragmatika

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**Pragmatic Characteristics of Serbian Requests by Native Hungarian
Students**

This paper examines the characteristics of requests made in Serbian by students who are native Hungarian speakers from Vojvodina, within the framework of interlanguage pragmatics. Data were collected using a discourse completion test, in which participants were asked to make both low- and high-imposition requests directed at interlocutors differing in terms of social and societal distance. While a previous phase of the research explored the request strategies

employed through a contrastive analysis, the current study focuses on analyzing the specific features of the formulated requests, taking into account the use of internal and external modifications that affect the politeness of the utterances. The study also addresses the influence of participants' native language and intercultural differences. The findings shed light on the participants' pragmatic competence, while the results can be used to improve the teaching of Serbian as a non-native language.

Keywords: request, Hungarian language, Serbian language, modifiers, pragmatics

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A KÉPLÉKENYSÉG POÉTIKÁI – LIMINALITÁS ÉS INTERKULTURALITÁS SEPSI LÁSZLÓ ÉS VERES ATTILA PRÓZÁJÁBAN

A liminalitás fogalmát az etnográfus Arnold van Gennep a kis közösségek beavató rítusainak leírásához alkotta meg. A rítus első szakaszában a beavatandó elszakad családjától/közösségétől, a középső ún. liminális szakaszban a státusa bizonytalanná válik, amelyből úgy léphet ki, ha valamilyen próbát kiáll, ami feltétele annak, hogy visszatérjen már egy új státussal eredeti közösségéhez. Kultúráváltó korunkban a fogalom már számos más területen: művészetben, gazdaságban, politikában termékenyvé vált, liminális entitásokról, időszakokról, helyekről beszélhetünk. A poszthumán, posztantropocén korában liminálissá vált az ember helye a világban, amit a kortárs irodalmi alkotások is egyre gyakrabban tematizálnak. Ezek a képlékeny határhelyzetek egyben kulturális metamorfózisok is, így az interkulturális átjárás keretrendszerében is értelmezhetők. Az előadás Sepsi László *Termőtestek* c. regényében és Veres Attila *Éjféli iskolák* és *Fekete talán* című novelláiban vizsgálja a – nemcsak életkorának, de emberi létezésének tekintetében is – küszöbhelyzetben lévő

szereplőinek történetén keresztül azt, hogy átalakulóban lévő pozíciónk miként konstituálódik napjaink fikciós irodalmi keretei közt.

Kulcsszavak: liminalitás, poszthumán, metamorfózis, interkulturalitás, kortárs irodalom

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**The Poetics of Plasticity – Liminality and Interculturality in the Prose of
László Sepsi and Attila Veres**

The concept of liminality was coined by ethnographer Arnold van Gennep to describe initiation rites in small communities. In the first phase of the rite, the initiate is separated from their family/community; in the middle, so-called liminal phase, their status becomes uncertain, and they can only exit this stage by enduring a trial, which is a prerequisite for returning to their original community with a new status. In our era of cultural transformation, the concept has become a generative one across diverse domains such as art, economics, and politics, allowing us to speak of liminal entities, periods, and spaces. In the posthuman, post-anthropocentric age, the human being's position in the world has itself become liminal, a condition increasingly explored in contemporary literature. These transitional states function as cultural metamorphoses and lend themselves to interpretation within an intercultural framework. The presentation explores how shifting notions of human position and identity are articulated in contemporary fiction through characters who occupy liminal spaces – not only in terms of age, but also of ontological status – in László Sepsi's novel *Termőtestek* [Fruiting Bodies] and Attila Veres's short stories *Éjjéli iskolák* [Midnight Schools] and *Fekete talán* [Black Perhaps].

Keywords: liminality, posthuman, metamorphosis, interculturality, contemporary literature

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