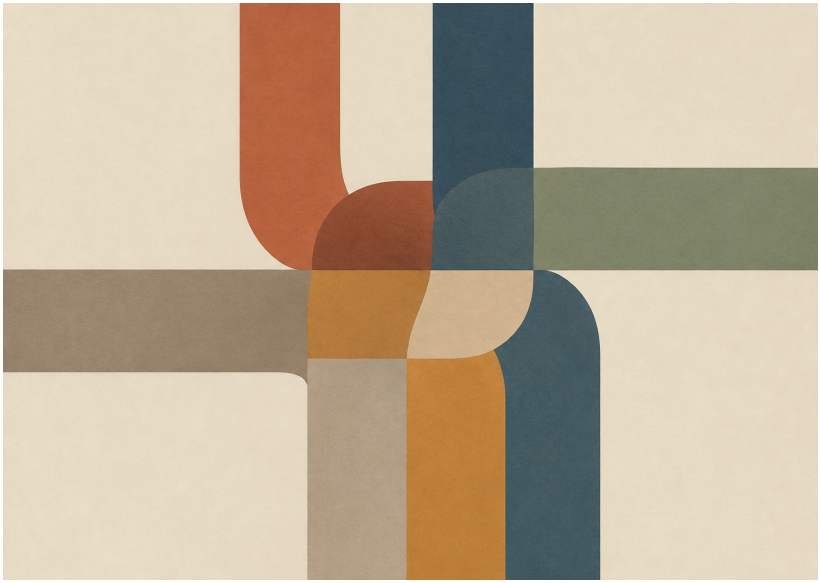
InterKult 2026

XII MEĐUNARODNA NAUČNA KONFERENCIJA INTERKULTURALNOST U OBRAZOVANJU

XII INTERNATIONAL CONFERENCE INTERCULTURALISM IN EDUCATION

Knjiga sažetaka/Book of Abstracts



PEDAGOŠKI ZAVOD VOJVODINE
NOVI SAD 2026

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Pedagoški zavod Vojvodine

ФИЛОЗОФСКИ ФАКУЛТЕТ · НОВИ САД ·

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

InterKult 2026

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Novi Sad
2026

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XII International Conference
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10.10.2026, Novi Sad

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XII MEĐUNARODNA NAUČNA KONFERENCIJA INTERKULTURALNOST U OBRAZOVANJU

XII International Conference Interculturalism in Education InterKult 2026

10.10.2026, Novi Sad, Mađarski kulturni centar „Petefi Šandor“, Jožef Atile 16-18

Program/General Timetable

10.10.2026.

9.00-9.30	Registracija/Registration
9.30-10.00	Otvaranje/Opening
10.00-11.30	Plenarna predavanja/Plenary talks
11.30-12.30	Pauza za ručak/Lunch Break
12.30-15.15	Paralelne sesije/Parallel sessions
15.15-15.30	Zatvaranje/Closing

9.00-9.30	Registracija
9.30-10.00	Otvaranje
	Janoš Puškaš, direktor, Pedagoški zavod Vojvodine
	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: 10.00-11.30	
10.00-10.15	**Danijela Prošić** BAJKE KOJE DELIMO: DOKUMENTOVANO PRE-KLAPANJE ATU TIPOVA I ZAJEDNIČKI NARATIVNI OBRASCI U SRPSKOJ, SLOVAČKOJ, MAĐARSKOJ, RUMUNSKOJ I HRVATSKOJ TRADICIJI
10.15-10.30	**Várnai Zsuzsa** **Kacskovics-Reményi Andrea** A MULTIKULTURALITÁS LÁBNYOMAI: SZLÁV JÖVEVÉNYSZAVAINK
10.30-10.45	**Zuzana Týrová** JAZYKOVÁ POLITIKA A INŠTITUCIONÁLNY BILINGVIZMUS SLOVÁKOV VO VOJVODINE: MEDZI LEGISLATÍVNYM RÁMCOM A JAZYKOVOU PRAXOU
10.45-11.00	**Марко Симонович** УТВЕРДЗЕНИ СПОСОБИ ЛЕКСИЧНОГО ЗБОГАЦОВАНЯ ЯК КЛЮЧНИ РЕСУРС ЗА ВИТАЛНОСЦ ЯЗИКА: ПРИКЛАД ПАНОНСКОГО РУСКОГО
11.00-11.15	**Florina-Maria Băcilă** SEMNIFICAȚII ALE SUBSTANTIVULUI FOC ÎN POEZIA LUI TRAIAN DORZ
11.15-11.30	**Diskusija/Discussion**
11.30-12.30	**Ručak/Lunch**

Session 1: 12.30-15.15	
Moderator/Chair **Bojana Kovačević Petrović**	
12.30-12.45	**Bojana Kovačević Petrović** **Anđela Ris** PREHISPANSKE KULTURE U SAVREMENOJ KOLUMBIJI OD DREVNE DO VEŠTAČKE INTELIGENCIJE
12.45-13.00	**Dragana Franciškoviċ** MEDITERAN KAO PROSTOR INTERKULTURALNOG DIJALOGA U ROMANU *LETO KAD SAM NAUČILA DA LETIM* JASMINKE PETROVIĆ
13.00-13.15	**Aleksandra Gojkov Rajić** KNJIŽEVNO OBLIKOVANJE PANONSKOG INTERKULTURALNOG PROSTORA U PANONSKOJ NOVELI JOHANESA VAJDENHAJMA
13.15-13.30	**Katalin Hegedűs** **Karmelka Barić** DRŽAVNE INTERVENCIJE I INFRASTRUKTURNE POLITIKE VLADAVINE JOSIFA II I RANE FAZE DEMOKRATSKIH PROMENA U SRBIJI (2001–2003) – KOMPARATIVNA ANALIZA
13.30-13.45	**Љиљана Косовић** **Јелена Керекеш** РАЗВИЈАЊЕ ИНТЕРКУЛТУРАЛНИХ КОМПЕТЕНЦИЈА ОСНОВАЦА КРОЗ ВАННАСТАВНЕ АКТИВНОСТИ У ОКВИРУ ЈЕДНОСМЕНСКОГ РАДА
13.45-14.00	**Pauza za kafu/Coffee break**

14.00-14.15	**Marta Terteli Telek** **Laura Kalmar** FAKTORI EKOLOŠKE PISMENOSTI STUDENATA UNIVERZITETA I MOGUĆNOSTI PEDAGOŠKOG UNAPREĐENJA PRIMENOM EKOLOŠKI OSVEŠĆENIH BAJKI
14.15-14.30	**Lela B. Vuković** **Slađana J. Marić** NASTAVA ENGLESKOG JEZIKA I IZAZOVI U RADU SA GENERACIJOM ZED I ALFA
14.30-14.45	**Svenka Savić** **Danijela Radović** INTERKULTURNI ASPEKTI U PISANJU UDŽBENIKA ROMOLOGIJE ZA VISOKOŠKOLSKU NASTAVU U SRBIJI
14.45-15.00	**Slavica Denić** UKLJUČIVANJE ROMSKE DECE U SISTEM PREDŠKOLSKOG VASPITANJA I OBRAZOVANJA
15.00-15.15	**Diskusija/Discussion**

Session 2: 12.30-15.15	
Moderator/Chair **Ispánovics Csapó Julianna**	
12.30-12.45	**Ispánovics Csapó Julianna** HAMVAS-FORDULAT VAJDASÁGBAN: A MAGYAR ÉS A SZERB KULTÚRA TALÁLKOZÁSA HAMVAS BÉLA SZÖVEGUNIVERZUMÁNAK A KÖZVETÍTÉSÉVEL
12.45-13.00	**Dudok Fanni** A KULTÚRAŐRZÉS ÁRA? LÁTHATATLAN MUNKATERHEK ÉS PEDAGÓGUSI JÓLLÉT A NEMZETISÉGI OKTATÁSBAN

13.00-13.15	**Gábrity Eszter** **Huber Máté** KÉT VAJDASÁGI VÁROS NYELVI LENYOMATAI: SZABADKA ÉS ZENTA NYELVI TÁJKÉPE
13.15-13.30	**Grabovac Beáta** A POZITÍV MENTÁLIS EGÉSZSÉG ÖKOPSZICHOLÓGIAI VONATKOZÁSAI
13.30-13.45	**Kovács Elvira** **Papp Zoltán** A SZÖVEGES MATEMATIKAI FELADATOK MEGÉRTÉSÉNEK NEHÉZSÉGEI A VAJDASÁGI MAGYAR KISEBBSÉGI OKTATÁS ALSÓ TAGOZATÁN
13.45-14.00	**Pauza za kafu/Coffee break**
14.00-14.15	**Major Lenke** **Horák Rita** A KVALITATÍV ADATGYŰJTÉS KUTATÁSMÓDSZERTANI MEGALAPOZÁSA A MESTERSÉGES INTELLIGENCIÁVAL TÁMOGATOTT TANULÁS VIZSGÁLATÁBAN
14.15-14.30	**Novák Anikó** **Kocsis Lenke** BEVÁNDORLÓI LÉTTAPASZTALAT ÉS INTERKULTURÁLIS IDENTITÁS
14.30-14.45	**Rácz Krisztina** TRANSZLINGVÁLÁS AZ ÁLLAMNYELV-OKTATÁSBAN: ERDÉLYI ÉS VAJDASÁGI MAGYAR TANULÓK ÖSSZEHASONLÍTÓ VIZSGÁLATA
14.45-15.00	**Szilágyi Tamás** KREATIVITÁSFEJLESZTÉS A GENERATÍV MESTERSÉGES INTELLIGENCIA KORÁBAN – ÚJ LEHETŐSÉGEK A KÖZÉPFOKÚ OKTATÁSBAN
15.00-15.15	**Diskusija/Discussion**

Session 3: 12.30-14.45	
Moderator/Chair **Anna Makišová / Александар Мудри**	
12.30-12.45	**Dalibor Sokolović** IDENTIFIKÁCIA SOCIÁLNYCH AKTÉROV V PROCESOCH ŠTANDARDIZÁCIE MENŠINOVÝCH JAZYKOV: RUSÍNČINA, BANÁTSKA BULHARČINA A SLOVENČINA VO VOJVODINE
12.45-13.00	**Zuzana Čížiková** VEDECKÉ PÔSOBENIE JANKA ŠAFÁRIKA V SRBSKU: PRÍKLAD KULTÚRNEHO TRANSFERU EURÓPA – SRBSKO V 19. STOROČÍ
13.00-13.15	**Anna Makišová** LEXIKA V BILINGVÁLNOM PROSTREDÍ
13.15-13.30	**Miron Pukan** **Lenka Regrutová** VPLYV DIGITÁLNYCH MÉDIÍ NA PERCEPČNÝ OBRAZ SLOVENSKEJ KULTÚRY A UMENIA UKRAJINSKÝMI VYSOKOŠKOLÁKMI ŠTUDUJÚCIMI NA SLOVENSKU
13.30-13.45	**Pauza za kafu/Coffee break**
13.45-14.00	**Дюра Гарди** **Саша Сабадош** НОВИ ПРИЛОГИ ЗА БИОҐРАФИЮ УЧИТЕЉА ПЕТРА КУЗМЯКА (1816-1900) И ИСТОРИЮ ЈОГО ФАМИЛИЈ

14.00-14.15	**Александар Мудри** **Анита Ґовля** КОНЦЕПТ КИРБАЙ ЯК РЕЗУЛТАТ ИНТЕРКУЛТУРНИХ КОНТАКТОХ РУСНАЦОХ У ВОЙВОДИНИ
14.15-14.30	**Ана Римар Симунович** **Александра Деянович** ИНТЕРКУЛТУРАЛНОСЦ У РУСКИХ НОВИНОХ (1924–1941)
14.30-14.45	**Diskusija/Discussion**

Session 4: 12.30-15.00	
Moderator/Chair **Carmen Dura**	
12.30-12.45	**Ioana Banaduc** ÎNTRE EXERCIȚIUL CONTROLAT ȘI ASCULTAREA ÎN TIMP REAL. STRATEGII DE ÎNSUȘIRE A LIMBII ROMÂNE
12.45-13.00	**Mihaela Bărbieru** NATIONAL IDENTITY AND INTERCULTURAL DIALOGUE IN ROMANIAN MEDIA DISCOURSE DURING THE 2024 PRESIDENTIAL AND PARLIAMENTARY ELECTIONS
13.00-13.15	**Cristian Benţe** PREDAREA CULTURII DE SECURITATE ÎN ÎNVĂȚĂMÂNTUL SUPERIOR: ROLUL EDUCAȚIONAL AL TERMINOLOGIEI DE SPECIALITATE

13.15-13.30	**Carmen Dura** MANUALELE DE LIMBI STRĂINE ÎNTRE MITOLOGIZARE, AGENDĂ POLITICĂ ȘI PROMOVAREA BRANDULUI NAȚIONAL. O ANALIZĂ COMPARATIVĂ (ROMÂNIA, SERBIA, GERMANIA)
13.30-13.45	**Pauza za kafu/Coffee break**
13.45-14.00	**Ion-Leone Gavrilă-Ciobotea** SURSE DIGITALE ȘI AI ÎN ÎNVĂȚĂMÂNT ȘI CERCETARE - O ANALIZĂ
14.00-14.15	**Speranța-Sofia Milancovici** EXILUL CA SPAȚIU AL INTERCULTURALITĂȚII: CAZUL FUNDOIANU/FONDANE
14.15-14.30	**Iustina Nica** INTERCULTURALITATE ȘI MEMORIE ONOMASTICĂ: ETNONIMUL „SÂRB” ÎN OLTENIA
14.30-14.45	**Mihaela-Livia Popa** REPREZENTAREA MEDIA A MINORITĂȚILOR ÎN ERA ALGORITMILOR. ANALIZĂ REGIONALĂ
14.45-15.00	**Diskusija/Discussion**

Session 5: 12.30-15.00	
Moderator/Chair **Virginia Popović**	
12.30-12.45	**Mihaela Albu** SCRIITORI ROMÂNI DIN EXIL – PLURILINGVISM ȘI INTERCULTURALITATE
12.45-13.00	**Sebastian-Dragoș Bunghez** ROLUL MANUALULUI LUI MIHAIL ROLLER ÎN FALSIFICAREA ISTORIEI ROMÂNIEI DE CĂTRE REGIMUL COMUNIST

13.00-13.15	**Ștefan-Iaroslav Daniel** FRANCOFONIA DINCOLO DE CENTRU: HAITI CA SPAȚIU DE NEGOCIERE IDENTITARĂ ȘI INTERCULTURALĂ
13.15-13.30	**Georgeta Ghionea** „ARHITECTURI ALE ÎNCREDERII": ACTIVITĂȚILE ECONOMICE ALE MIGRANȚILOR SÂRBI ȘI INTEGRAREA SOCIALĂ ÎN OLTENIA ÎN PRIMA JUMĂTATE A SECOLULUI AL XX-LEA
13.30-13.45	**Pauza za kafu/Coffee break**
13.45-14.00	**Maria-Alexandra Pantea** ÎNVĂȚĂTORI ARĂDENI AUTORI DE MANUALE ȘCOLARE LA SFÂRȘITUL SECOLULUI AL XIX-LEA ȘI ÎNCEPUTUL SECOLULUI XX
14.00-14.15	**Virginia Popović** **Marinel Negru** **Brândușa Juică** REVISTA LUMINA CA PLATFORMĂ DE COMUNICARE ACADEMICĂ ȘI TRANSFER DE CUNOAȘTERE ÎN COMUNITATEA ROMÂNEASCĂ DIN SERBIA
14.15-14.30	**Delia-Anamaria Răchișan** MITURI ȘI LITERATURĂ: VÂLVA-BĂII
14.30-14.45	**Camelia Zăbavă** ANTROPONIMIE ȘI INTERCULTURALITATE ÎN ROMANUL LUI CRISTIAN TEODORESCU „MEDGIDIA, ORAȘUL DE APOI"
14.45-15.00	**Diskusija/Discussion**

Session 6: 12.30-14.30	
Moderator/Chair **Madalina Pantea / Janja Lučić**	
12.30-12.45	**Laura-Rebeca Stiegelbauer** MEDIATING INSTITUTIONAL IDENTITY THROUGH TRANSLATION IN MULTILINGUAL HIGHER EDUCATION
12.45-13.00	**Madalina Pantea** INTERCULTURALITY IN LSP TRANSLATION: FROM TERMINOLOGICAL HERITAGE TO TECHNOLOGY-ENHANCED DIGITAL PRACTICES IN SPECIALIZED KNOWLEDGE TRANSFER
13.00-13.15	**Khashayar (Kash) Ramezanpoor** BELIEFS AND USE OF DIGITAL GAME-BASED LANGUAGE LEARNING APPS AMONG IRANIAN UNIVERSITY STUDENTS
13.15-13.30	**Pauza za kafu/Coffee break**
13.30-13.45	**Janja Lučić** INTERKULTURALNO OBRAZOVANJE U KURIKULARNOM OKVIRU CJELODNEVNE ŠKOLE
13.45-14.00	**Mirta Bijuković Maršić** INTERKULTURALNI SADRŽAJI U NASTAVI KNJIŽEVNOSTI ZA OSNOVNE ŠKOLE
14.00-14.15	**Višnja Vekić-Kljaić** **Vedrana Grgić Tonc** INTERKULTURALNA DIMENZIJA INICIJALNOG OBRAZOVANJA ODGOJITELJA U REPUBLICI HRVATSKOJ
14.15-14.30	**Diskusija/Discussion**

Plenarna predavanja /Plenary talks

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BAJKE KOJE DELIMO: DOKUMENTOVANO PREKLAPANJE ATU TIPOVA I ZAJEDNIČKI NARATIVNI OBRASCI U SRPSKOJ, SLOVAČKOJ, MAĐARSKOJ, RUMUNSKOJ I HRVATSKOJ TRADICIJI*

Polazeći od Utherovog shvatanja bajkovnog tipa kao fleksibilne narativne strukture koja se prenosi i preoblikuje u različitim kulturnim sredinama, rad ispituje dokumentovano preklapanje ATU tipova 300-749 u srpskoj, slovačkoj, mađarskoj, rumunskoj i hrvatskoj tradiciji. Korpus čine 272 samostalna tipa iz kategorije bajki (eng. Tales of Magic) pisanih i prikupljenih na jezicima u zvaničnoj upotrebi u AP Vojvodini, kodirana prema eksplicitnim referencama u Utherovom katalogu. Kvantitativna analiza pokazuje da je 106 tipova dokumentovano u najmanje tri tradicije, 65 u najmanje četiri, a 29 u svih pet. Kvalitativno se zatim analiziraju ATU 327A, 425A, 530 i 700 kako bi se izdvojila zajednička narativna jezgra. Rezultati ukazuju na obrasce ugroženosti, potrage, iskušenja, prepoznavanja i reintegracije, uz metodološku ogradu da zajednički tip ne podrazumeva kulturnu istovetnost. Bajka se stoga razmatra kao prostor zajedničkog narativnog nasleđa i interkulturalnog učenja.

***Ključne reči*:** bajka, ATU klasifikacija, interkulturalnost, transkulturnost, narativni obrasci

*U analiziranom međunarodnom tipološkom i bibliografskom referentnom sistemu ATU, koji objedinjuje podatke o bajkovnim tipovima, njihovim strukturnim karakteristikama, motivima i dokumentovanoj rasprostranjenosti u različitim pripovednim tradicijama, nije bilo primera iz rusinske tradicije.

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*Fairy Tales We Share: Documented Overlap of ATU Types and Shared Narrative Patterns in Serbian, Slovak, Hungarian, Romanian, and Croatian Traditions**

Drawing on Uther's concept of the tale type as a flexible narrative structure transmitted and transformed across cultural contexts, this paper examines the documented overlap of ATU types 300–749 in Serbian, Slovak, Hungarian, Romanian, and Croatian traditions. The corpus comprises 272 independent types from Tales of Magic written and collected in the official languages in use in AP Vojvodina, and coded according to explicit references in Uther's catalogue. Quantitative analysis shows that 106 types are documented in at least three traditions, 65 in at least four, and 29 in all five. ATU 327A, 425A, 530, and 700 are then analysed qualitatively to identify shared narrative cores. The findings reveal recurring patterns of endangerment, quest, trial, recognition, and reintegration, while stressing that a shared type does not necessarily imply cultural sameness. Fairy tales are therefore viewed as a site of shared narrative heritage and intercultural learning.

***Keywords*:** fairy tale, ATU classification, interculturality, transculturality, narrative patterns

*In the analysed international ATU typological and bibliographic reference system, which brings together data on folk and fairy tale types, their structural characteristics, motifs, and documented distribution across different narrative traditions, no examples from the Ruthenian tradition were identified.

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A MULTIKULTURALITÁS LÁBNYOMAI: SZLÁV JÖVEVÉNYSZAVAINK

A jövevényszavak a multikulturalitás legizgalmasabb nyelvi lenyomatai, hiszen a szavak átvétele mögött mindig valamilyen történelmi, kulturális vagy gazdasági kapcsolat áll. A nyelvi kapcsolatok a szókölcsönzésben mutatkoznak meg a leglátványosabban. Az előadás a magyar–szláv nyelvi kapcsolatok kapcsán foglalkozik a multikulturalitással. A szláv jövevényszavak a magyar nyelv igen nagy számú és változatos jövevényszórétegét alkotják, amelyek a honfoglalás korától kezdve folyamatosan épültek be a magyarba a Kárpát-medencei népek együttélése révén. Időben két réteget tudunk elkülöníteni; a korai, honfoglalás körüli réteg: délszláv és keleti szláv hatások, valamint a későbbi, letelepedés utáni areális hatások, vagyis a folyamatos érintkezés a környező szláv (szlovák, szerbhorvát, szlovén) népekkel.

Az *Új magyar etimológiai szótár* keresője szerint csaknem 600 szláv jövevényszó található a magyar szókincsben. Az előadás bemutatja, hogy konkrétan mely szláv nyelvekből – és milyen tematikai, kronológiai megoszlásban – kerülnek át az egyes szavak. Említést érdelem még az ún. visszakölcsönzés jelensége: amikor egy több évszázaddal korábban a magyarba érkezett szláv szót egy másik szláv nyelv visszakölcsönöz, immár magyaros hangalakban és kissé megváltozott jelentéssel (pl. *akó*: a magyarba a XIII. században nyugati szláv jövevényként kerül át 'vasalt faedény' jelentésben, évszázadokkal később *akov* hangalakban, 'vödör' jelentésben visszakölcsönzi a szerbhorvát, a szlovák és a szlovén is. Az ÚESz szláv elemei közül az egyes nyelveket vizsgálva 207 szót minősített a szótár ún. szerbhorvátnak: ez az elnevezés a XX. századi nyelvtörténeti szemlélet öröksége. A modern kutatások feladata, hogy elkülönítse a konkrét nyelveket (szerb és horvát), nyelvváltozatokat.

***Kulcsszavak*:** kulturális kapcsolatok, nyelvi érintkezés, szókölcsönzés, szláv jövevényszavak

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Reflections of Multiculturalism: Slavic Borrowings in Hungarian

Loanwords represent prominent linguistic manifestations of multiculturalism, as their adoption invariably reflects underlying historical, cultural, or economic connections. These linguistic interrelations are most visibly manifested in lexical borrowings. This presentation examines multiculturalism through the lens of Hungarian–Slavic linguistic relations. Slavic loanwords constitute a substantial and heterogeneous stratum within the Hungarian lexicon, having been continuously integrated since the period of the Hungarian conquest through coexistence in the Carpathian Basin. Chronologically, two distinct strata can be identified: an early stratum dating from around the period of the conquest - characterized by South and East Slavic - and a later, post-settlement areal stratum resulting from continuous contact with neighboring Slavic populations (Slovaks, Serbo-Croats, and Slovenes).

According to data from the *New Hungarian Etymological Dictionary* (ÚESz), the Hungarian lexicon comprises nearly 600 Slavic loanwords. The analysis of these Slavic elements raises several scholarly questions. First, it is necessary to determine the specific source languages, as well as their thematic and chronological distribution. Second, the phenomenon of ”back-borrowing” warrants investigation; this occurs when a historical loanword is re-adopted by a Slavic language with a Hungarianized pronunciation and a modified semantic profile. A prime example is *akó*, which entered Hungarian in the 13th century as a loanword from Western Slavic (meaning “iron-bound wooden vessel”), and was centuries later reborrowed into Serbo-Croatian, Slovak, and Slovenian in the form *akov* (meaning “bucket”). Finally, methodological issues arise regarding the classification of languages and language varieties in Hungarian etymological literature. For instance, the ÚESz classifies 207 words as “Serbo-Croatian”—a categorization that reflects the legacy of 20th-century historical linguistics. A key objective of modern research is to differentiate specific languages and linguistic varieties wherever source material permits.

***Keywords*:** cultural relations, language contact, loanwords, Slavic loanwords

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Tragovi multikulturalnosti: slovenske pozajmljenice u mađarskom jeziku

Pozajmljenice predstavljaju jedan od najzanimljivijih jezičkih tragova multikulturalnosti, budući da se iza preuzimanja reči uvek nalaze određeni istorijski, kulturni ili ekonomski kontakti. Jezički kontakti najuočljivije se ispoljavaju upravo u leksičkom pozajmljivanju. U izlaganju se multikulturalnost razmatra u kontekstu mađarsko-slovenskih jezičkih kontakata. Slovenske pozajmljenice čine veoma brojan i raznovrstan sloj pozajmljene leksike u mađarskom jeziku, koji se kontinuirano formirao još od vremena doseljavanja Mađara u Karpatski basen, kao rezultat suživota različitih naroda na tom prostoru. Hronološki se mogu izdvojiti dva sloja: rani sloj, iz perioda oko doseljavanja Mađara, koji obuhvata južnoslovenske i istočnoslovenske uticaje, i kasniji, arealni sloj iz perioda nakon naseljavanja, nastao kao rezultat kontinuiranih kontakata sa okolnim slovenskim narodima, odnosno sa Slovacima, Srbima, Hrvatima i Slovencima.

Prema podacima pretraživača *Novog mađarskog etimološkog rečnika* (ÚESz), u mađarskom leksičkom fondu nalazi se gotovo 600 slovenskih pozajmljenica. U izlaganju će biti prikazano iz kojih su konkretnih slovenskih jezika pojedine reči preuzete, kao i njihova tematska i hronološka distribucija. Posebnu pažnju zaslužuje i pojava tzv. povratnog pozajmljivanja, kada reč slovenskog porekla, koja je nekoliko vekova ranije ušla u mađarski jezik, biva ponovo pozajmljena u neki slovenski jezik, ovoga puta u fonetski prilagođenom mađarskom obliku i sa delimično izmenjenim značenjem. Na primer, reč akó ušla je u mađarski jezik u XIII veku kao zapadnoslovenska pozajmljenica u značenju ‘drvena posuda okovana gvožđem’, da bi vekovima kasnije, u obliku akov i sa značenjem ‘vedro’, bila povratno pozajmljena u srpskohrvatski, slovački i slovenački jezik.

Analizirajući slovenske elemente u ÚESz-u, uočavamo da rečnik 207 reči određuje kao tzv. srpskohrvatske, što predstavlja nasleđe jezičkoistorijske

perspektive XX veka. Zadatak savremenih istraživanja jeste preciznije razgraničavanje konkretnih jezika, odnosno srpskog i hrvatskog, kao i pojedinih jezičkih varijeteta.

***Ključne reči*:** kulturni kontakti, jezički kontakt, leksičko pozajmljivanje, slovenske pozajmljenice

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JAZYKOVÁ POLITIKA A INŠTITUCIONÁLNY BILINGVIZMUS SLOVÁKOV VO VOJVODINE: MEDZI LEGISLATÍVNYM RÁMCOM A JAZYKOVOU PRAXOU

Príspevok analyzuje bilingvizmus a jazykovú politiku na príklade slovenskej národnostnej menšiny v Srbsku so zameraním na úradné používanie slovenčiny vo Vojvodine. Výskumným problémom je vzťah medzi normatívne garantovanými jazykovými právami a ich reálnou implementáciou v inštitucionálnej praxi. Cieľom je identifikovať mieru funkčného uplatňovania slovenčiny vo vzdelávaní a verejnej správe, ako aj faktory ovplyvňujúce jazykový manažment a ich význam pre interkultúrnu komunikáciu. Metodologicky sa výskum opiera o analýzu právnych a strategických dokumentov, jazykovej krajiny, dotazníkov a pološtruktúrovaných rozhovorov. Očakávané výsledky poukážu na rozdiely medzi deklarovaným a realizovaným statusom slovenčiny a umožnia formulovať odporúčania na posilnenie inštitucionálneho bilingvizmu, jazykovej vitality a interkultúrneho dialógu.

***Kľúčové slová*:** bilingvizmus, jazyková politika, jazykový manažment, úradné používanie jazyka, školstvo, interkulturalita

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Language Policy and Institutional Bilingualism among Slovaks in Vojvodina: Between the Legislative Framework and Language Practice

The paper analyses bilingualism and language policy using the Slovak national minority in Serbia as a case study, with a particular focus on the official use of Slovak in Vojvodina. The research problem concerns the relationship between legally guaranteed language rights and their actual implementation in institutional practice. The aim is to identify the extent of the functional use of Slovak in education and in public administration, also the factors influencing language management, and their relevance to intercultural communication. Methodologically, the study draws on the analysis of legal and strategic documents, the linguistic landscape, questionnaires, and semi-structured interviews. The expected findings will highlight discrepancies between the declared and implemented status of Slovak and will provide a basis for formulating recommendations aimed at strengthening institutional bilingualism, language vitality, and intercultural dialogue.

***Keywords*:** bilingualism, language policy, language management, official language use, education, interculturality

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Језичка политика и институционални билингвизам Словака у Војводини: између законодавног оквира и језичке праксе

Рад анализира билингвизам и језичку политику на примеру словачке националне мањине у Србији, с посебним освртом на службену употребу словачког језика у Војводини. Истраживачки проблем представља однос између законом гарантованих језичких права и њиховог стварног

остваривања у институционалној пракси. Циљ рада је да се утврди у којој се мери словачки језик користи у школству и јавној управи, те који фактори утичу на управљање језиком и какав је њихов значај за интеркултурну комуникацију. Методолошки, истраживање се заснива на анализи правних и стратешких докумената, језичког пејзажа, упитника и полуструктурисаних интервјуа. Очекује се да ће резултати указати на разлике између декларисаног и остареног статуса словачког језика и омогућити формулисање препорука за јачање институционалног билингвизма, језичке виталности и интеркултурног дијалога.

***Кључне речи**:* билингвизам, језичка политика, управљање језиком, службена употреба језика, образовање, интеркултуралност

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УТВЕРДЗЕНИ СПОСОБИ ЛЕКСИЧНОГО ЗБОГАЦОВАНЯ ЯК КЛЮЧНИ РЕСУРС ЗА ВИТАЛНОСЦ ЯЗИКА: ПРИКЛАД ПАНОНСКОГО РУСКОГО

Нєдостаток словох за нови поняца ше часто наводзи як причина преходу на векшински язик. Прето виталносц меншинских язикох завиши од иснованя утвердзених и продуктивних способох лексичного збогацованя. Фиюмански и ромски указую на два процивни проблеми: нєпроблематизоване операнє на державни язик (италиянски) може ше тримац за знак инерциї и за нарушованє автентичносци, док у ромским пуристичне творенє новей лексики може створиц форми котри бешеднїки тримаю за нєрозумлїви або штучни. У тим контексту робота розпатра панонски руски як релативно успишни приклад институционализованого лексичного збогацованя. Анализує ше як учебнїк за 8. класу основней школи, вєдно зоз референтну ґраматику, представя и кодификує интеґрацию новей лексики зоз сербского, а тот процес розпатра у историйним контексту скорейших язичних контактох. У роботи ше указує

же ясно представене и систематизоване лексичне збогацованє котре ше може преподавац представя важну язичну инфраструктуру за меншински язики.

Ключни слова: панонски руски, лексичне збогацованє, меншински язики, язични контакт, образованє на меншинским язику

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An Established Pathway for Lexical Enrichment as a Key Resource for Language Vitality: The Case of Pannonian Rusyn

Lacking words for new concepts is a recurrent rationalisation for language shift. The vitality of minoritised languages thus depends on established and productive pathways for lexical enrichment. Fiuman and Romani illustrate contrasting difficulties: in Fiuman, unproblematised reliance on a state language, Italian, may be perceived as inertia and as compromising authenticity, while in Romani, purist lexical creation may produce forms that speakers find incomprehensible or artificial. Against this background, I examine Pannonian Rusyn as a comparatively successful case of institutionalised lexical enrichment. I analyse how a final-year primary-school textbook, read alongside the reference grammar, presents and codifies the integration of new lexical material from Serbian, situating these practices in the historical context of earlier contacts. I argue that making lexical enrichment explicit, systematic, and teachable provides crucial linguistic infrastructure for a minoritised language.

Keywords: Pannonian Rusyn, lexical enrichment, minoritised languages, language contact, minoritised language education

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Etablirani obrasci leksičkog obogaćivanja kao ključni resurs za vitalnost jezika: primer panonskog rusinskog

Nepostojanje reči za nove pojmove često se navodi kao razlog za prelazak na većinski jezik. Vitalnost manjinskih jezika zato zavisi i od postojanja ustaljenih i produktivnih obrazaca leksičkog obogaćivanja. Fijumanski i romski ilustruju dve suprotne teškoće: neproblematizovano oslanjanje na državni jezik (italijanski) može se doživeti kao znak inercije i narušavanje autentičnosti, dok u romskom purizam može proizvesti oblike koje govornici smatraju nerazumljivim ili veštačkim. U tom kontekstu rad razmatra panonski rusinski kao relativno uspešan primer institucionalizovanog leksičkog obogaćivanja. Analizira se kako udžbenik rusinskog za završni razred osnovne škole, uz referentnu gramatiku, predstavlja i kodifikuje integraciju nove leksike iz srpskog, sagledavajući je u istorijskom kontekstu ranijeg leksičkog obogaćivanja iz drugih izvora. U radu se pokazuje da eksplicitno, sistematsko i poučivo leksičko obogaćivanje predstavlja važnu jezičku infrastrukturu u kontekstu manjinskih jezika.

Ključne reči: panonski rusinski, leksičko obogaćivanje, manjinski jezici, jezički kontakt, obrazovanje na manjinskom jeziku

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SEMNIFICAȚII ALE SUBSTANTIVULUI FOC ÎN POEZIA LUI TRAIAN DORZ

Traian Dorz (1914-1989) este un poet român contemporan a cărui operă reprezintă, indubitabil, rodul unor experiențe spirituale ce i-au marcat în mod decisiv traseul existențial. A petrecut aproape 17 ani în închisoare – fapt ce se va dovedi, ulterior, o experienţă modelatoare determinantă pentru profilul său creator –, iar aproape toate scrierile i-au fost publicate postum. Opera, impresionantă – în primul rând – prin mesaj şi dimensiune, atestă preocupări variate pe tărâmul literaturii: poezii de factură mistico-religioasă şi patriotică, versificări ale unor capitole din *Vechiul* şi *Noul Testament*, volume de memorii, de povestiri, de meditaţii religioase – majoritatea create în condiţii deosebit de aspre, în anii de detenţie şi sub supravegherea sistematică a autorităţilor de atunci.

Tema centrală o constituie unicitatea relaţiei dintre om şi Dumnezeu (în perspectiva absolutului veşniciei), privită în sensul scripturistic al contopirii cu El: este vorba despre o poezie impregnată de cantabilitate, despre versuri ale tainei comuniunii şi, totuşi, ale singurătăţii asumate în contemplarea mereu ascendentă, în starea de înălţare extatică, al cărei apogeu va deveni tangibil în sfera eternității. Pentru autor, poemele înseamnă inimitabile *Cântări Nemuritoare*, iar lirica dorziană, cu vădite valenţe artistice şi formative, marcată de o reală vocaţie a autenticităţii, se înscrie în prelungirea tradiţiei interbelice (şi cu rădăcini în secolul al XIX-lea), inclusiv din punctul de vedere al construcţiei textuale şi al aspectelor lingvistice. Stilul este unul tributar modelului mistic, caracterizat prin simplitate, armonie şi cantabilitate, iar limbajul mizează pe cuvinte obişnuite, cărora li se conferă accepții figurate, alegorice sau simbolice.

Lucrarea de față își propune să ia în discuție câteva sensuri ale substantivului *foc* – element lexical sinonim, într-o serie de contexte, cu termenul-simbol *dor*, metaforă-prototip a vieții românești –, ilustrate în lirica lui Traian Dorz. În versurile dedicate comuniunii intime cu Dumnezeu a sufletului însetat de absolutul nemuririi, implicațiile acestui sentiment complex (un conglomerat de iubire intensă și suferință mistuitoare, ca stare a spiritului, ca așteptare și

chemare stăruitoare) relevă, mai ales, dorul de Divinitate (și de eternitate) al colectivității, al individului, al creatorului de opere artistice durabile, dorul de unirea veșnică (în concepție biblică) dintre Mirele Iisus și Biserica-mireasă, precum și diverse ipostaze ale profunzimii în care se manifestă relația dintre om și Creatorul lui, aici, în dimensiunea telurică a existenței. Dincolo de semnificațiile de natură escatologică, referitoare la pedepsirea celor păcătoși după judecata finală, în poezia dorziană se pot identifica și valori semantice legate de ceea ce presupune focul încercării – emblemă a renașterii lăuntrice, a jertfei și a maturizării în credință, a aspirației spre sacralitate, a transformării ființiale reale și necesare. Pe lângă simpla ilustrare a unor asemenea perspective, înțelesurile substantivului *foc* pun în lumină trăirile eului auctorial aflat mereu în ascensiune pe calea cunoașterii mistice, fapt evidențiat în secvențe selectate din creații reprezentative pentru crezul său artistic.

***Cuvinte-cheie*:** foc, lexicologie, semantică, stilistică, poezie mistico-religioasă

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Meanings of the Noun foc ‚fire' In Traian Dorz's Poetry

Traian Dorz (1914–1989) is a contemporary Romanian poet whose work undoubtedly represents the fruit of spiritual experiences that decisively marked his existential path. He spent nearly 17 years in prison - a fact that would later prove to be a defining, shaping experience for his creative profile - and almost all of his writings were published posthumously. His work, which is impressive primarily for its message and scale, attests to diverse literary pursuits: mystical-religious and patriotic poetry, versifications of certain chapters from the Old and New Testaments, volumes of memoirs, stories, and religious meditations - most of which were created under exceptionally harsh conditions during his years of detention and under the systematic surveillance of the authorities of that time.

The central theme is the uniqueness of the relationship between man and God (from the perspective of the absolute of eternity), viewed in the scriptural sense of merging with Him. It is a poetry imbued with melodiousness, consisting of verses about the mystery of communion and yet about a solitude embraced in ever-ascending contemplation - an ecstatic state of elevation whose pinnacle will become tangible in the realm of eternity. For the author, the poems represent inimitable *Immortal Songs* `Cântări Nemuritoare`, while Dorzian lyrics - with clear artistic and formative qualities, marked by a genuine calling for authenticity - align with the continuation of the interwar tradition (with roots stretching back to the 19th century), including from the standpoint of textual structure and linguistic aspects. The style is indebted to the mystical model, characterized by simplicity, harmony, and melodiousness, while the language relies on ordinary words that are given figurative, allegorical, or symbolic meanings.

This paper aims to discuss relevant meanings of the noun *foc* ‚fire' – a lexical element which is synonymous, in a number of contexts, with the symbol-word *dor* ‚desire' – as illustrated in the poetry of Traian Dorz, a contemporary Romanian poet, author of numerous mystical poems and volumes of memoirs or religious meditations. In the verses dedicated to the intimate (and unique) communion with God of the soul in thirst for the absolute of immortality, the implications of this complex feeling (a mix of intense love and consuming suffering) reveal different aspects: it's mainly about the longing for Divinity (and eternity) of the one that created lasting artistic works. Besides simply illustrating such perspectives, the noun *foc* ‚fire' and its meanings highlight the experiences of the authorial self, always ascending on the path of mystical knowledge, a fact shown in selected passages from works that are representative for his artistic belief.

Keywords: fire, lexicology, semantics, stylistics, mystical-religious poetry

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Značenja imenice „vatra“ u poeziji Trajana Dorza

Trajan Dorz (1914-1989) je savremeni rumunski pesnik čije delo nesumnjivo predstavlja plod duhovnih iskustava koja su presudno obeležila njegov životni put. Proveo je gotovo 17 godina u zatvoru – što će se kasnije pokazati kao presudno iskustvo koje je oblikovalo njegov stvaralački profil – a gotovo svi njegovi spisi objavljeni su posthumno. Njegovo delo, impresivno, pre svega po poruci i obimu, svedoči o raznovrsnim interesovanjima na polju književnosti: pesme mistično-religioznog i patriotskog karaktera, stihovane verzije pojedinih poglavlja Starog i Novog zaveta, tomovi memoara, pripovedaka, religioznih meditacija, većinom nastali u izuzetno teškim uslovima, tokom godina zatočeništva i pod sistematskim nadzorom tadašnjih vlasti.

Centralnu temu čini jedinstvenost odnosa između čoveka i Boga (iz perspektive apsoluta večnosti), posmatrana u biblijskom smislu sjedinjenja s Njim: reč je o poeziji prožetoj pevljivošću, o stihovima tajne zajedništva i, ipak, prihvaćene samoće u neprestano uzlaznom sagledavanju, u stanju ekstatičnog uzdizanja, čiji će vrhunac postati opipljiv u sferi večnosti. Za autora, pesme predstavljaju neponovljive *Cântări Nemuritoare* „Besmrtne Pesme”, a dorzijanska lirika, sa očiglednim umetničkim i formativnim vrednostima, obeležena stvarnim pozivom ka autentičnosti, nastavlja tradiciju međuratnog perioda (i sa korenima u XIX veku), uključujući i sa stanovišta tekstualne konstrukcije i jezičkih aspekata. Stil je podređen mističnom modelu, karakterišu ga jednostavnost, harmonija i pevljivost, dok jezik počiva na običnim rečima kojima se pridaju prenesena, alegorijska ili simbolička značenja.

Ovaj rad ima za cilj da razmotri nekoliko značenja imenice *foc* „vatra” – leksičkog elementa sinonimnog, u nizu konteksta, sa terminom-simbolom *dor* „čežnja”, prototipskom metaforom rumunskog života – ilustrovanih u lirici Trajana Dorza. U stihovima posvećenim intimnom zajedništvu sa Bogom duše žedne apsoluta besmrtnosti, implikacije ovog složenog osećanja (konglomerata snažne ljubavi i razdiruće patnje, kao stanja duha, kao iščekivanja i istrajnog prizivanja) otkrivaju, pre svega, čežnju za Božanstvom (i večnošću) kolektiviteta, pojedinca, tvorca trajnih umetničkih dela, čežnju za večnim

sjedinjenjem (u biblijskom shvatanju) između Mladoženje Isusa i Crkve-neveste, kao i različite vidove dubine u kojoj se ispoljava odnos između čoveka i njegovog Tvorca, ovde, u zemaljskoj dimenziji postojanja. Pored eshatoloških značenja, koja se odnose na kažnjavanje grešnika nakon poslednjeg suda, u dorzijanskoj poeziji mogu se identifikovati i semantičke vrednosti povezane sa onim što podrazumeva oganj iskušenja – amblem unutrašnjeg preporoda, žrtve i sazrevanja u veri, težnje ka svetosti, stvarne i neophodne preobrazbe bića. Pored pukog ilustrovanja takvih perspektiva, značenja imenice *foc* „vatra" osvetljavaju doživljaje autorskog ja koje se neprestano uzdiže na putu mističnog saznanja, što je istaknuto u odabranim odlomcima iz dela reprezentativnih za njegovo umetničko uverenje.

***Ključne reči*:** vatra, leksikologija, semantika, stilistika, mistično-religiozna poezija

Sažeci/Abstracts

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MEDITERAN KAO PROSTOR INTERKULTURALNOG DIJALOGA U ROMANU *LETO KAD SAM NAUČILA DA LETIM* JASMINKE PETROVIĆ

Polazeći od shvatanja Mediterana kao kulturnog prostora oblikovanog susretima različitih naroda, jezika, religija i tradicija, rad ispituje način na koji autorka ovaj prostor oblikuje kao mesto susreta, razumevanja i preispitivanja ličnih i porodičnih identiteta. Predmet rada jeste analiza Mediterana kao prostora interkulturalnog dijaloga u romanu *Leto kad sam naučila da letim* Jasminke Petrović. Posebna pažnja posvećena je ulozi ostrva Hvara kao književnog prostora u kojem se uspostavlja dijalog između različitih generacija, kulturnih obrazaca i istorijskih iskustava. Cilj rada jeste da pokaže da Mediteran u romanu prevazilazi funkciju geografskog ambijenta i postaje simbolički prostor interkulturalnog susreta, u kojem junakinja kroz upoznavanje porodične prošlosti razvija svest o sopstvenom identitetu i vrednosti kulturne različitosti. Istraživanje je zasnovano na analizi književnog teksta, uz primenu teorijskih polazišta interkulturalnosti i mediteranskih studija, pre svega koncepcije Mediterana kao prostora kulturne razmene i zajedničkog nasleđa. Rezultati analize ukazuju da Jasminka Petrović Mediteran predstavlja kao dinamičan prostor u kojem se ukrštaju različita kulturna iskustva i kolektivna sećanja, dok se interkulturalni dijalog ostvaruje kroz porodične odnose, svakodnevnu komunikaciju, lokalne običaje i proces odrastanja glavne junakinje. Roman tako afirmiše razumevanje Drugog, prevazilaženje predrasuda i otvorenost prema kulturnoj raznolikosti, potvrđujući značaj književnosti za decu i mlade u razvoju interkulturalnih kompetencija i kulture dijaloga.

Ključne reči: interkulturalnost, Mediteran, roman *Leto kad sam naučila da letim*, identitet, interkulturalni dijalog

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The Mediterranean as a Space of Intercultural Dialogue in Jasminka Petrović's Novel Leto kad sam naučila da letim

Starting from the understanding of the Mediterranean as a cultural area shaped by encounters among different people, languages, religions, and traditions, the paper explores how the author represents this setting as a place of encounter, mutual understanding, and the re-examination of personal and family identities. This paper examines the Mediterranean as a space of intercultural dialogue in Jasminka Petrović's novel *Leto kad sam naučila da letim*. Particular attention is devoted to the island of Hvar as a literary chronotope in which dialogue is established between different generations, cultural patterns, and historical experiences. The aim of the paper is to demonstrate that, in the novel, the Mediterranean transcends its function as a mere geographical setting and becomes a symbolic space of intercultural encounter, where the protagonist, through discovering her family's past, develops an awareness of her own identity and an appreciation of cultural diversity. The research is based on an interpretative analysis of the literary text, drawing on theoretical approaches to interculturality and Mediterranean studies, particularly the concept of the Mediterranean as a space of cultural exchange and shared heritage. The findings indicate that Petrović portrays the Mediterranean as a dynamic space where diverse cultural experiences and collective memories intersect, while intercultural dialogue unfolds through family relationships, everyday communication, local customs, and the protagonist's coming-of-age journey. The novel thus promotes understanding of the Other, the overcoming of prejudice, and openness to cultural diversity, confirming the importance of children's and young adult literature in fostering intercultural competence and a culture of dialogue.

Keywords: interculturality, Mediterranean, *Leto kad sam naučila da letim*, identity, intercultural dialogue

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KNIŽEVNO OBLIKOVANJE PANONSKOG INTERKULTURALNOG PROSTORA U PANONSKOJ NOVELI JOHANESA VAJDENHAJMA

Rad analizira način na koji Johanes Vajdenhajm u *Panonskoj noveli* književnim postupcima oblikuje Panoniju kao prostor dugotrajnog interkulturalnog suživota i postepenog narušavanja tog poretka pod uticajem nacionalnih ideologija XX veka. Cilj rada jeste da pokaže kako autor kroz narativnu organizaciju, karakterizaciju likova i njihove međusobne odnose gradi predstavu o regionalno oblikovanim nacionalnim identitetima, pri čemu panonski Nemci nisu prikazani kao izdvojena etnička zajednica, već kao deo složenog kulturnog prostora. Posebna pažnja posvećena je likovima Katarine Delhas, B. Suhera i Ivana Markovine, čije međusobne relacije otkrivaju različite modele pripadanja, odgovornosti i razumevanja zajedničkog života. Analiza pokazuje da Vajdenhajm interkulturalnost ne prikazuje kao idealizovano stanje, već kao istorijski oblikovan kulturni model čija se stabilnost dovodi u pitanje prodorom spoljašnjih ideoloških obrazaca.

***Ključne reči*:** interkulturalnost, Panonija, regionalni identitet, književna reprezentacija, Johanes Vajdenhajm

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Constructing the Pannonian Intercultural Space in Johannes Weidenheim's Pannonische Novelle

This paper examines the ways in which Johannes Weidenheim, in *Pannonian Novella*, constructs Pannonia as a literary space of long-standing intercultural coexistence and the gradual disintegration of that order under the

influence of twentieth-century nationalist ideologies. The aim of the paper is to demonstrate how the author, through narrative organization, characterization, and the relationships among the characters, creates a representation of regionally shaped national identities. In this representation, the Pannonian Germans are portrayed not as an isolated ethnic community but as an integral part of a complex intercultural environment. Particular attention is devoted to the characters of Katharina Delhas, B. Suher, and Ivan Markovina, whose interactions reveal different models of belonging, responsibility, and the understanding of communal life. The analysis shows that Weidenheim does not present interculturality as an idealized condition but rather as a historically shaped cultural model whose stability is challenged by the intrusion of external ideological patterns.

***Keywords*:** interculturality, Pannonia, regional identity, literary representation, Johannes Weidenheim

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DRŽAVNE INTERVENCIJE I INFRASTRUKTURNE POLITIKE VLADAVINE JOSIFA II I RANE FAZE DEMOKRATSKIH PROMENA U SRBIJI (2001–2003) – KOMPARATIVNA ANALIZA

Cilj rada je analiza državnih mera i infrastrukturnih politika u Vojvodini u doba Josifa II i tokom mandata prve demokratski izabrane vlade početkom XXI veka. U oba analizirana državna okvira, Vojvodina se suočavala sa posledicama ratnih sukoba i nalazila se u periodu posleratne obnove, koji je podrazumevao sveobuhvatnu reorganizaciju društvenih i upravnih struktura. Istovremeno, ovo područje karakterisala je izražena etnička i konfesionalna heterogenost, što je

predstavljalo važan faktor u koncipiranju i sprovođenju reformskih mera. Rad polazi od komparabilnih obrazaca državnog delovanja u različitim sistemima, uprkos istorijskim i migracionim razlikama, i primenjuje institucionalnu analizu politika i implementacije. Rad se temelji na komparativnoj analizi istorijskih izvora i literature. Efikasnost javnih politika nije određena isključivo tipom političkog režima, već i akterima i načinima implementacije, čime se problematizuje suprotnost monarhije i demokratije.

***Ključne reči*:** državne mere, infrastrukturne politike, Josif II, komparativna istorijska analiza, Vojvodina

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State Interventions and Infrastructural Policies under Joseph II and in the Early Phase of Democratic Transition in Serbia (2001–2003): A Comparative Analysis

The aim of this paper is to analyze state measures and infrastructure policies in Vojvodina during the reign of Joseph II and during the mandate of the first democratically elected government at the beginning of the 21st century. In both analyzed state frameworks, Vojvodina faced the consequences of armed conflicts and was in a period of postwar reconstruction, which entailed a comprehensive reorganization of social and administrative structures. At the same time, this area was characterized by pronounced ethnic and confessional heterogeneity, which represented an important factor in the design and implementation of reform measures. The paper is based on comparable patterns of state action in different systems, despite historical and migratory differences, and applies an institutional analysis of policies and implementation. It is grounded in a comparative analysis of historical sources and relevant literature. The effectiveness of public policies is not determined exclusively by the type

of political regime, but also by actors and modes of implementation, thereby problematizing the dichotomy between monarchy and democracy.

***Keywords*:** state interventions, infrastructural policies, Joseph II, comparative historical analysis, Vojvodina

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РАЗВИЈАЊЕ ИНТЕРКУЛТУРАЛНИХ КОМПЕТЕНЦИЈА ОСНОВАЦА КРОЗ ВАННАСТАВНЕ АКТИВНОСТИ У ОКВИРУ ЈЕДНОСМЕНСКОГ РАДА

Савремено друштво захтева рано развијање интеркултуралних компетенција код ученика, што је често изазов у оквиру редовних наставних планова. Проблем овог рада јесте проналажење ефикасног модела за интеграцију ових садржаја у основној школи. Циљ рада је да се прикаже како се кроз једносменски рад и ваннаставне активности успешно могу развијати интеркултуралне и језичке компетенције основаца, уз јачање толеранције и међусобног разумевања. У раду се користи методологија студије случаја и акционог истраживања кроз анализу вишегодишњих пројеката (eTwinning пројекти, конкурс ФЕСАП, обележавање Европског дана језика, пројекат „Учите русински са нама“ и сарадња са школом у Руском Крстуру). Резултати показују висок степен мотивације ученика, успешно усвајање елемената мањинских језика и културе, као и њихову евалуацију кроз освојена признања. Рад нуди практичан модел и смернице за друге установе које желе да унапреде интеркултурално образовање.

Кључне речи: интеркултуралност, ваннаставне активности, једносменски рад, eTwinning, основна школа

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Strengthening Intercultural Competences of Primary School Students Through Extracurricular Activities in Single-shift School Work

Modern society requires the early development of students' intercultural competences, which is often a challenge within regular curricula. The problem is finding an effective model for integrating these contents in primary school. The aim is to show how intercultural and language competences of students can be successfully developed through single-shift school work and extracurricular activities, while strengthening tolerance and mutual understanding. The paper uses case study and action research to analyze multi-year projects (eTwinning, FESAP, European Day of Languages, "Learn Rusyn with Us", and cooperation with a school in Ruski Krstur). The results show high student motivation, successful acquisition of minority languages and cultures, and evaluation through domestic and European awards. The paper offers a practical model and guidelines for other educational institutions.

***Keywords*:** interculturality, extracurricular activities, single-shift school work, eTwinning, primary school

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PREHISPANSKE KULTURE U SAVREMENOJ KOLUMBIJI OD DREVNE DO VEŠTAČKE INTELIGENCIJE

Danas u Kolumbiji postoji 115 zvanično priznatih prehispanskih naroda, koji čine 4,43% stanovništva i govore 65 autohtonih jezika. Ustavom iz 1991. godine Kolumbija je definisana kao multietnička i plurikulturna zemlja čiji narodi imaju podjednako pravo na obrazovanje, zdravstvo i pravdu. Polazeći, s jedne strane, od činjenice da je UNESKO 2022. godine proglasio Deceniju domorodačkih jezika (DILI 2022-2032) kako bi ukazao na aktuelne probleme s kojim se suočavaju domorodački jezici, a s druge imajući u vidu da je Kolumbija kulturološki i etnički jedna od najheterogenijih zemalja Latinske Amerike, u ovom radu ćemo analizirati istraživanja objavljena u protekle četiri decenije koja svedoče o prisustvu i položaju kolumbijskih kultura krajem XX i početkom XXI veka, te nacionalnim programima za očuvanje, revitalizaciju i promociju kulturno-jezičkog bogatstva te zemlje. U istraživanju se utvrđuje u kojoj meri su preduzete mere i nacionalni programi u proteklom periodu doprineli stvarnom osnaživanju ugroženih zajednica, kako bi se utvrdila njihova efikasnost u svetlu novih globalnih inicijativa. Rezultati našeg istraživanja ukazaće na dubok raskorak između progresivnih zakonskih rešenja i njihove praktične primene i pokazaće i da se kolumbijsko društvo, poput većeg dela Latinske Amerike, suočava sa izazovima uspostavljanja i očuvanja jednakosti u toj raznolikosti.

Ključne reči: Latinska Amerika, Kolumbija, prehispanski narodi, domorodačke kulture, Gaitana

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Pre-Hispanic Cultures in Contemporary Colombia: From Ancestral to Artificial Intelligence

At present, Colombia is home to 115 officially recognized pre-Hispanic peoples, who make up 4.43% of the country's population and speak 65 indigenous languages. The 1991 Constitution recognizes Colombia as a multiethnic and pluricultural nation, granting all peoples equal rights to education, healthcare, and justice. In light of UNESCO's 2022 declaration of the International Decade of Indigenous Languages (IDIL 2022–2032), which seeks to draw attention to the pressing challenges facing indigenous languages, and Colombia's status as one of the most culturally and ethnically heterogeneous countries in Latin America, this paper reviews research published over the past four decades concerning the presence and status of Colombia's indigenous cultures in the late 20th and early 21st centuries, as well as national initiatives aimed at preserving, revitalizing and promoting the country's rich cultural and linguistic heritage. The paper further examines the extent to which these measures and national programs have contributed to the genuine empowerment of vulnerable communities and evaluates their effectiveness in the context of recent global initiatives. The findings reveal a profound gap between Colombia's progressive legislation and its practical implementation, demonstrating that Colombian society, like much of Latin America, continues to face the challenges of establishing and maintaining equality within cultural and ethnic diversity.

Keywords: Latin America, Colombia, pre-Hispanic civilizations, indigenous cultures, Gaitana

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FAKTORI EKOLOŠKE PISMENOSTI STUDENATA UNIVERZITETA I MOGUĆNOSTI PEDAGOŠKOG UNAPREĐENJA PRIMENOM EKOLOŠKI OSVEŠĆENIH BAJKI

Cilj istraživanja bio je da se utvrdi koji faktori u najvećoj meri utiču na nivo ekološke pismenosti studenata Učiteljskog fakulteta na mađarskom nastavnom jeziku u Subotici. Kvantitativnim istraživanjem obuhvaćeni su studenti različitih godina studija. Prikupljanje podataka realizovano je primenom standardizovanog upitnika, dok je obrada podataka sprovedena korišćenjem analize varijanse i korelacione analize. Rezultati istraživanja ukazuju da na nivo ekološke pismenosti studenata najznačajnije utiču napredovanje tokom studija, iskustva stečena u oblasti ekološkog vaspitanja i obrazovanja, kao i razvijenost proekoloških stavova. Na osnovu dobijenih nalaza izrađen je pedagoški akcioni plan koji, integracijom ekološki osvešćenih bajki, doprinosi unapređivanju ekoloških kompetencija budućih učitelja i vaspitača.

***Ključne reči*:** ekološka pismenost, ekološka svest, dvojezično okruženje, akcioni plan

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Factors Influencing University Students' Ecological Literacy and Opportunities for Pedagogical Development through Environmentally Conscious Fairy Tales

The aim of this study was to identify the factors that most strongly influence the ecological literacy of students at the Hungarian Language Teacher Training Faculty in Subotica. The quantitative study included students from different years of study. Data were collected using a standardized questionnaire, while the data analysis was conducted through analysis of variance (ANOVA) and correlation analysis. The findings indicate that students' ecological literacy is primarily influenced by their academic progression, previous experiences in environmental education, and environmentally responsible attitudes. Based on the research results, a pedagogical action plan was developed that supports the enhancement of the ecological competencies of future primary school teachers and preschool teachers through the integration of environmentally conscious fairy tales.

***Keywords*:** ecological literacy, environmental awareness, bilingual environment, action plan

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NASTAVA ENGLESKOG JEZIKA I IZAZOVI U RADU SA GENERACIJOM ZED I ALFA

Rad u savremenoj učionici sa učenicima „digitalnim urođenicima“, kao i korpus izmenjenih jezičkih obrazaca koji učenici unose u nastavni proces, polazište su za mikro pedagoško istraživanje u radu. Cilj rada je da kroz kreirani ad hoc instrument za potrebe istraživanja, onlajn upitnik za nastavnike engleskog jezika iz osnovnih i srednjih škola, odgovorimo na jedan deo pitanja sa kojima se nastavnici engleskog (kao stranog jezika) susreću u radu sa generacijama Zed i Alfa. Deduktivna teorijska analiza sadržaja metod je koji smo primenili u analizi rezultata nakon sprovedenog anketiranja nastavnika iz prigodnog uzorka. Rezultati dati kroz kvalitativni pristup ukazuju da nastavnici generacijski različito doživljavaju rad sa učenicima generacije Zed i Alfa. Oni ističu da su svesni promene i potrebe da preispitaju dosadašnju nastavnu praksu, kao i neophodnost da se prilagode novoj nastavnoj realnosti u interakciji sa učenicima, pripadnicima generacije novog vremena.

***Ključne reči*:** generacija Alfa, generacija Zed, jezički obrasci, nastava engleskog kao stranog jezika, stručno usavršavanje

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English Language Teaching and the Challenges of Working With Generation Z and Alpha

Work in the contemporary classroom with students who are "digital natives", as well as the corpus of modified linguistic patterns these students bring into the teaching process, constitute the starting point for the micro-pedagogical research presented in this paper. The aim of the study is to address a set of questions encountered by teachers working with Generation Z and Generation Alpha students through a purpose-designed (ad hoc) research instrument—an online questionnaire administered to English language teachers in primary and secondary schools. A deductive theoretical content analysis was employed to examine the results obtained from a convenience sample of surveyed teachers. The findings, analyzed through a qualitative approach, indicate that teachers perceive their work with Generation Z and Generation Alpha students in generationally distinct ways. Teachers emphasize their awareness of ongoing changes and the need to re-evaluate existing teaching practices, as well as the necessity of adapting to a new educational reality shaped by interaction with learners belonging to contemporary generations.

***Keywords*:** Generation Alpha, Generation Z, linguistic patterns, teaching English as a foreign language, professional development

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INTERKULTURNI ASPEKTI U PISANJU UDŽBENIKA ROMOLOGIJE ZA VISOKOŠKOLSKU NASTAVU U SRBIJI

Romologija se, kao interdisciplinarno polje istraživanja romske zajednice koje obuhvata jezik, kulturu, istoriju i pitanja društvene, rodne i drugih oblika ravnopravnosti, ne predaje na državnim univerzitetima u Srbiji i ne postoji usvojen plan i program za takvu mogućnost, ali postoji bogata literatura na domaćim i stranim jezicima, uključujući romski, kompetentnih autorki i autora, koja može biti osnova za obrazovanje na različitim stepenima visokog obrazovanja. Cilj je ovog izlaganja da prikažemo detaljnu analizu individualnog napora Rajka Đurića u oblikovanju udžbeničkog teksta *Romologija* (2021), jedinog takvog u našoj obrazovnoj univerzitetskoj praksi, za osnovna pitanja: jezika, istorije i kulture, jer je interkulturna razmena pre pravilo nego izuzetak između pripadnika romske zajednice i drugih naroda sa kojima u zajednici žive. Analizom zaključujemo da u udžbeničkoj građi izostaje glas samih Roma i Romkinja, podaci iz njihovih životnih priča, kao i njihovog stradanja u okviru sopstvene (patrijarhalne) zajednice i u istorijskom okruženju u kojem se ta zajednica nalazi. Zaključci mogu biti od koristi u neposrednoj praksi budućeg akademskog obrazovanja.

***Ključne reči*:** romologija, obrazovanje, interkulturalnost, romski jezik, diskriminacija, Romkinje

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Intercultural Aspects in Writing Romani Studies Textbooks for Higher Education in Serbia

Romani Studies, with its interdisciplinary field of research on the Roma community, centered on language, culture, and history, as well as questions of social, gender, and other forms of equality, is not taught at state universities in Serbia, nor does an adopted curriculum for such an option exist. However, there is a rich body of literature in both domestic and foreign languages, including Romani, authored by competent scholars, which can serve as a foundation for education at various levels of higher learning. The aim of this paper is to provide a detailed analysis of Rajko Đurić's individual effort in shaping the textbook *Romology* (2021), the only such work in domestic university practice, focusing on the core issues of language, history, and culture, given that intercultural exchange is a rule rather than an exception between members of the Roma community and the co-existing nations. The analysis concludes that the textbook material lacks the voice of the Roma people themselves, data from their life stories, and accounts of their suffering both within their own (patriarchal) community and within the historical environment in which this community is situated. These conclusions may prove beneficial to the immediate practice of future academic education.

Keywords: Romani studies, education, interculturality, Romani language, discrimination, Roma women

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UKLJUČIVANJE ROMSKE DECE U SISTEM PREDŠKOLSKOG VASPITANJA I OBRAZOVANJA

Značajan broj dece iz romske zajednice živi u uslovima siromaštva, nema dovoljno podsticaja u okviru porodičnog okruženja i nije uključen u programe predškolskog vaspitanja i obrazovanja. Cilj rada jeste da analizira probleme sa kojima se romska deca i roditelji suočavaju kada je u pitanju pristup predškolskom obrazovanju i ukaže na aktivnosti koje bi doprinele podizanju kvaliteta interkulturalne prakse u predškolskim ustanovama. Podaci za analizu prikupljeni su Upitnikom za pedagošku asistentkinju angažovanu u PU „Radosno detinjstvo" u Novom Sadu i romske roditelje čija deca pohađaju predškolske ustanove, i upotpunjeni Nacionalnim izveštajem o inkluzivnom obrazovanju u Republici Srbiji za period 2022–2024. godine, Strategijom za socijalno uključivanje Roma i Romkinja u Republici Srbiji za period 2022–2030. godine, MICS: Srbija – Romska naselja Istraživanje višestrukih pokazatelja iz 2019. i iz drugih dostupnih izvora.

Ključne reči: interkulturalnost, romska deca, predškolsko vaspitanje i obrazovanje, pripremni predškolski program

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Inclusion of Roma Children in the Pre-School Education and Education System

A significant number of children from the Roma community live in poverty, lack family support, and are not fully included in preschool programs. This work aims to analyze the challenges Roma children and their parents face in accessing preschool education, and to propose activities that could contribute to raising the quality of intercultural practice in preschool institutions. Data were collected through questionnaires administered to pedagogical assistant

at the Public Institution „Radosno detinjstvo“ in Novi Sad and Roma parents whose children attend preschool. The analysis also cites the National Report on Inclusive Education in Serbia (2022-2024), the Strategy for the Social Inclusion of Roma and Roma Women (2022-2030), and the 2019 MICS: Serbia - Roma Settlements Research on Multiple Indicators.

***Keywords*:** interculturality, Roma children, preschool education, preparatory preschool program

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A KULTÚRAŐRZÉS ÁRA? LÁTHATATLAN MUNKATERHEK ÉS PEDAGÓGUSI JÓLLÉT A NEMZETISÉGI OKTATÁSBAN

A pedagógusi munkaterhelés vizsgálata jellemzően a munkamennyiségre, az adminisztrációra, az időnyomásra és az érzelmi megterhelésre fókuszál. A nemzetiségi oktatásban azonban ehhez láthatatlan feladatok is társulnak, amelyek a nyelvi és kulturális közvetítésből, az identitásőrzésből és a közösségi felelősségvállalásból fakadnak. Kutatásom azt vizsgálja, hogy e többletfeladatok hogyan járulnak hozzá a pszichés megterheléshez és a kiégés kockázatához. Az elméleti hátteret a munkakövetelmények és erőforrások modellje és a pedagógusi jóllét megközelítése adja. A magyarországi román nemzetiségi pedagógusok körében végzett vegyes módszertanú kutatás kérdőíves adatokra, intézményi dokumentumokra és interjúkra épül. Az eredmények szerint többletteher a nyelvi kompetencia fenntartása, a kulturális örökség közvetítése és a közösségi identitás megőrzése. Ez „láthatatlan többletteher” hatását az intézményi támogatás, a vezetői attitűd, a szakmai autonómia és a közösségi erőforrások mérsékelhetik.

Kulcsszavak: nemzetiségi oktatás; pedagógusi jóllét; kiégés; láthatatlan munkateher; kulturális identitás

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The Price of Preserving Culture? Invisible Workload and Teacher Well-Being in Minority Education

Research on teacher workload typically focuses on workload volume, administrative duties, time pressure, and emotional strain. In minority education, however, these are accompanied by less visible tasks arising from linguistic and cultural mediation, identity preservation, and responsibility towards the community. This study examines how these additional responsibilities contribute to psychological strain and the risk of burnout. The theoretical framework draws on the Job Demands-Resources model and approaches to teacher well-being. The mixed-methods study conducted among teachers in Romanian minority education in Hungary combines questionnaire data, institutional documents, and interviews. The findings indicate additional burdens related to maintaining language competence, transmitting cultural heritage, and preserving community identity. The impact of this "invisible additional workload" may be mitigated by institutional support, leadership attitudes, professional autonomy, and community resources.

***Keywords*:** minority education, teacher well-being, burnout, invisible workload, cultural identity

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KÉT VAJDASÁGI VÁROS NYELVI LENYOMATAI: SZABADKA ÉS ZENTA NYELVI TÁJKÉPE

Kutatásunk célja két vajdasági város, Szabadka és Zenta nyelvi tájképének összehasonlító vizsgálata. Míg Szabadkán a szerb anyanyelvű lakosság képez többséget, addig Zentán a magyar anyanyelvűek találhatóak nagyobb lélekszámban, így kutatási kérdésünk is ebből az eltérésből indul ki: vajon a település lakosságának nyelvi különbözősége tükröződik-e a két város nyelvi tájképében? A vizuális nyelvi elemeket a következő kategóriákban vizsgáltuk: kereskedelmi, állami, önkormányzati, ill. magánjellegű feliratok. Az adatgyűjtés fényképes dokumentáció révén valósult meg: Zentán 835, Szabadkán 2248 tábláról készült kép. Mindkét településen az államnyelvi dominancia volt érzékelhető, kategóriáktól függetlenül. Különbözőség a többnyelvű feliratokat illetően fedezhető fel. Míg Zentán a szerb–magyar kétnyelvű feliratok jellemzőek, Szabadkán a szerb–angol kétnyelvű feliratok mellett a többnyelvű (szerb–angol–magyar, ill. szerb–bunyevác–angol–magyar) feliratok is megjelennek.

***Kulcsszavak*:** nyelvi tájkép, Szabadka, Zenta, többségi és kisebbségi nyelvi dominancia

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The Linguistic Imprints of two Towns in Vojvodina: The Linguistic Landscapes of Subotica and Senta

This study presents a comparative analysis of the linguistic landscapes of two towns in Vojvodina, Serbia: Subotica and Senta. While Subotica has a Serbian-speaking majority population, Senta is predominantly inhabited by Hungarian speakers. Accordingly, the study is guided by the following research question: To what extent is the linguistic composition of the towns' population reflected in their linguistic landscape? The visual linguistic elements are examined across four categories: commercial, state, municipal, and private signage. The research was based on photographic documentation. A total of 835 signs were documented in Senta and 2,248 in Subotica. The findings reveal the predominance of the state language in both towns, regardless of the category. The most notable differences emerge in the use of multilingual signage. In Senta, bilingual Serbian-Hungarian signs constitute the prevalent pattern, while Subotica exhibits not only bilingual (Serbian-English) signage but also greater prevalence of multilingual sings, most commonly Serbian-Hungarian-English or Serbian-Hungarian-Bunjevac.

***Keywords*:** linguistic landscape, Subotica, Senta, majority and minority language dominance

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A POZITÍV MENTÁLIS EGÉSZSÉG ÖKOPSZICHOLÓGIAI VONATKOZÁSAI

A mentális egészség pozitív irányú megközelítése az emberi erősségekre és erényekre helyezi a hangsúlyt, míg az ökopszichológia egy olyan rohamosan virágzó alterülete a pszichológiának, amely térhódításának az utóbbi években vagyunk tanúi. A klímaváltozás egyre jobban érzékelhető közvetett és közvetlen következményei lelki nyomokat is hagynak - főként negatív előjelűeket. A dolgozat célja, hogy bemutassa a pozitív mentális egészség legmodernebb modelljeit és körüljárja az ökopszichológia kulcsfogalmait. Továbbvíve ezt a vonalat, a mentális egészség ökopszichológiával kapcsolatos összefonódásait járná körül az ökoérzelmek, a solastalgia, a soliphilia, a természetközeliség és kapcsolódó fogalmakon keresztül. Utolsó lépésként a természeti változásokhoz való adaptív hozzáállás után kutat, a sikeres megküzdési mechanizmusokkal is foglalkozva, valamint azzal, hogy a változó természeti környezet kihívásaira hogyan tudunk a legmegfelelőbben reagálni.

***Kulcsszavak*:** pozitív mentális egészség; ökopszichológia; Vajdaság; megküzdési mechanizmusok

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Positive Mental Health Aspects of Ecopsychology

The approach of positive psychology to mental health emphasizes human strengths and virtues, while ecopsychology has emerged as a rapidly growing subfield of psychology in recent years. The increasingly perceptible direct and indirect consequences of climate change carry psychological consequences

as well, predominantly negative in valence. This paper aims to present contemporary models of positive mental health and to outline the key concepts of ecopsychology. It further examines the intersections between mental health and ecopsychology through constructs such as eco-emotions, solastalgia, soliphilia, and nature-relatedness. Finally, the paper explores adaptive responses to environmental change, with particular attention to effective coping mechanisms and optimal strategies for addressing the challenges posed by a changing natural environment.

***Keywords*:** positive mental health, ecopsychology, Vojvodina, coping mechanisms

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HAMVAS-FORDULAT VAJDASÁGBAN: A MAGYAR ÉS A SZERB KULTÚRA TALÁLKOZÁSA HAMVAS BÉLA SZÖVEGUNIVERZUMÁNAK A KÖZVETÍTÉSÉVEL

Hamvas Béla (1897–1968), az interdiszciplináris tájékozottságú író, filozófus, esztéta a magyar irodalom rendhagyó alkotója. Esszéi, tanulmányai az európai és a magyar kultúra egyedi szöveguniverzumát hozták létre. Életében a magyar irodalom megtűrt/tiltott alkotója. Szövegei a 20. század hetvenes éveiben kéz- és gépiratként, többszörösen másolva, sokszor roncsolódva voltak csak hozzáférhetőek. Nyilvános újrafelfedezése Magyarországon a nyolcvanas években indult meg, a jugoszláviai magyar irodalom szerzői viszont már a hetvenes években felismerték Hamvas jelentőségét. A kilencvenes évek elején megindult Magyarországon az életmű szerkesztett kiadása. Sava Babić műfordításainak köszönhetően ekkoriban hatolt be Hamvas géniusza a szerb irodalmi kultúrába. A munka célja a Hamvas-hatás vajdasági/szerbiai komparatív kutatása különös tekintettel a jugoszláviai/vajdasági magyar irodalom kultuszépítő és közvetítő szerepére.

***Kulcsszavak*:** Hamvas Béla, kultúrtörténet, irodalomtörténet, Magyarország, Szerbia

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The Hamvas Turn in Vojvodina: The Encounter of Hungarian and Serbian Cultures Through Béla Hamvas's Textual Universe

Béla Hamvas (1897–1968), a Hungarian writer, philosopher, and aesthetician, occupies a unique place in twentieth-century Hungarian literature. Although marginalized and effectively banned during his lifetime, his essays established a distinctive intellectual universe rooted in both Hungarian and European cultural traditions. While Hamvas's public rediscovery in Hungary began only in the 1980s, writers of Hungarian literature in Yugoslavia had already recognized the significance of his work in the 1970s, when his texts circulated in handwritten and typewritten copies. In the early 1990s, the publication of his collected works began in Hungary, and, through the translations of Sava Babić, his oeuvre entered Serbian literary culture. This study offers a comparative examination of Hamvas's reception in Vojvodina and Serbia, focusing on the role of Hungarian literature in Yugoslavia/Vojvodina in shaping the Hamvas cult and mediating his intellectual and literary legacy.

***Keywords*:** Béla Hamvas, cultural history, literary history, Hungary, Serbia

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A SZÖVEGES MATEMATIKAI FELADATOK MEGÉRTÉSÉNEK NEHÉZSÉGEI A VAJDASÁGI MAGYAR KISEBBSÉGI OKTATÁS ALSÓ TAGOZATÁN[1]

A többnyelvű és multikulturális környezetben zajló oktatás sajátos kihívásokat jelent a tanulók számára, amelyek különösen jól megmutatkoznak a szöveges matematikai feladatok értelmezése és megoldása során. A kutatás a vajdasági magyar kisebbségi oktatásban tanuló harmadik és negyedik osztályos diákok szöveges matematikai feladatokhoz való viszonyát vizsgálja. Célja feltárni, hogy a kisebbségi és részben kétnyelvű oktatási környezetben milyen nehézségek befolyásolják a feladatok megértését és megoldását. A kérdőíves vizsgálatban 274 tanuló vett részt hat vajdasági általános iskolából. Az eredmények szerint a tanulók számára elsősorban a feladatok szövegének értelmezése jelent kihívást, míg a számolási műveletek ritkábban okoznak problémát. A tanulók többsége újraolvassa a feladatot, ugyanakkor ritkán alkalmaz vizuális stratégiákat. A kutatás rámutat arra, hogy a kisebbségi oktatási környezetben kiemelt figyelmet kell fordítani a szövegértés és a problémamegoldó gondolkodás fejlesztésére.

Kulcsszavak: kisebbségi oktatás, matematikaoktatás, szöveges feladatok, szövegértés, Vajdaság

1 A munka a 2026-os Tartományi Felsőoktatási és Tudományos Kutatási Titkárság - A Nemzeti Kisebbségek Tudományos Kutatási Projektjének része.

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Difficulties in Understanding Mathematical Word Problems Among Lower Primary Students in Hungarian Minority Education in Vojvodina

Education in a multilingual and multicultural environment presents unique challenges for students, which are particularly evident in the interpretation and solution of mathematical word problems. This study investigates the attitudes of third- and fourth-grade students in Hungarian minority education in Vojvodina toward mathematical word problems. Its aim is to explore the factors that influence students' understanding and solution of word problems in a minority and partly bilingual educational context. The questionnaire-based survey involved 274 students from six primary schools in Vojvodina. The results indicate that students find understanding the text of mathematical word problems more challenging than performing the required calculations. Most students reread the problem when they encounter difficulties, but they rarely apply visual strategies such as diagrams or drawings. The findings highlight the need to place greater emphasis on the development of reading comprehension and problem-solving skills in minority educational settings.

***Keywords**:* Hungarian minority education, mathematics education, mathematical word problems, reading comprehension, Vojvodina

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A KVALITATÍV ADATGYŰJTÉS KUTATÁSMÓDSZERTANI MEGALAPOZÁSA A MESTERSÉGES INTELLIGENCIÁVAL TÁMOGATOTT TANULÁS VIZSGÁLATÁBAN

A pedagógiai kutatások számos olyan jelenséget vizsgálnak, különösen a tanulási folyamatok, tanulási motiváció és a tanulási kompetenciák területén, amelyek nem írhatók le teljes körűen kizárólag kvantitatív adatokkal. A generatív mesterséges intelligencia megjelenése tovább növeli e jelenségek komplexitását, mivel alapvetően átalakítja a tanulási folyamatokat, miközben azok vizsgálata továbbra is elsősorban kvantitatív adatgyűjtésre épül. A tanulmány célja egy integrált kvalitatív mérési koncepció elméleti és módszertani megalapozása, amely a tanulási folyamat fejlődésének vizsgálatát három egymásra épülő reflektív adatforrás (heti reflektív napló, záró esszé és kérdőívalapú reflexív interjú) együttes alkalmazásával valósítja meg. A mérési koncepció egy tízhetes, ChatGPT-vel támogatott tanulásmódszertani kurzus tapasztalataira épül. A tanulmány amellett érvel, hogy a komplex pedagógiai jelenségek vizsgálatában a kvalitatív adatgyűjtés a mérési stratégia szerves eleme.

***Kulcsszavak*:** kvalitatív mérési koncepció; tanulásmódszertan; reflektív adatforrások; AI-val támogatott tanulás

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Methodological Foundations of Qualitative Data Collection in Research on AI-Supported Learning

Educational research addresses many phenomena, particularly those related to learning processes, learning motivation, and learning competencies, that cannot be fully understood through quantitative data alone. The emergence of generative artificial intelligence has further increased this complexity by reshaping learning processes, while their investigation still relies mainly on quantitative methods. This paper provides the theoretical and methodological foundation for a qualitative measurement framework based on three complementary data sources: weekly reflective journals, a final essay, and a questionnaire-based interview. The framework draws on a ten-week ChatGPT-supported learning methodology course. The paper argues that qualitative data collection is not merely a supplementary approach but an essential component of the measurement strategy for investigating complex educational phenomena.

***Keywords*:** qualitative measurement framework, learning methodology, reflective data sources, AI-supported learning

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BEVÁNDORLÓI LÉTTAPASZTALAT ÉS INTERKULTURÁLIS IDENTITÁS

Az előadás fókuszában Oravecz Imre *A rög gyermekei* című regénytrilógiája (*Ondrok gödre*, *A kaliforniai fürj, Ókontri*) áll, amelynek főhősei az 1900-as évek elején vándorolnak ki Amerikába, majd egyik fiuk a harmincas évek végén visszatelepül Magyarországra. A munka elemzi az identitásválság, az identitásvesztés, a nyelvváltás, az Amerika-mítosz, az otthon újradefiniálása, a kivándorlás többgenerációs tapasztalatának kérdéskörét. Kiemelten foglalkozik a vizsgálat a trilógiában ábrázolt ellentétes irányú migrációval. Bár Amerika és Magyarország, a két célország között jelentősek a kulturális és gazdasági különbségek, a kivándorlás, illetve a visszavándorlás motivációi, idegenségélményei, identitásválságai sok hasonlóságot mutatnak. Az előadás Oravecz művét, elsősorban az abban megjelenő Amerika-képet, bevándorlói sorsot, interkulturális viszonyrendszert magyar és világirodalmi kontextusban is vizsgálja.

***Kulcsszavak*:** Oravecz Imre, emigráció, interkulturális identitás, Amerika-kép

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The Immigrant Experience and Intercultural Identity

This paper examines Imre Oravecz's novel trilogy *A rög gyermekei* [*Children of the Soil*] (*Ondrok gödre [Ondrok's Pit]*, *Kaliforniai fürj [California Quail]*, *Ókontri [The Old County]*). Its protagonists emigrate to the United States in the early twentieth century, while one of their sons settles in Hungary in the late 1930s. The analysis addresses identity crisis and identity loss, language shift, the myth of America, the redefinition of home, and the multigenerational experience of migration. Particular attention is paid to the contrasting migration trajectories represented in the trilogy. Although the United States and Hungary differ significantly as destinations in cultural and economic terms, emigration and return migration reveal notable parallels in their motivations, experiences of foreignness, and effects on individual and collective identity. The paper situates Oravecz's trilogy within both Hungarian and world-literary contexts, focusing primarily on its representations of America, the immigrant experience, and intercultural relations.

***Keywords*:** Imre Oravecz, emigration, intercultural identity, representations of America

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TRANSZLINGVÁLÁS AZ ÁLLAMNYELVOKTATÁSBAN: ERDÉLYI ÉS VAJDASÁGI MAGYAR TANULÓK ÖSSZEHASONLÍTÓ VIZSGÁLATA

Előadásom a transzlingválás szerepét vizsgálja az államnyelvoktatásban az erdélyi és a vajdasági magyar tanulók körében. A transzlingválást olyan pedagógiai gyakorlat, amely a nyelveket nem elkülönült rendszerekként, hanem egymással kölcsönhatásban működő erőforrásokként kezelve támogatja a nyelvtanulást. Két osztálytermi etnográfiai kutatás összehasonlításán keresztül azt elemzem, hogy a transzlingválás miként segíti a román, illetve a szerb nyelv elsajátítását, és milyen oktatáspolitikai keretek között működik. Az erdélyi esetben a transzlingválás elsősorban a román nyelv és irodalom érettségire való felkészítés eszköze, míg Vajdaságban a szerb mint nem anyanyelv oktatásában a transzlingvális a kommunikatív nyelvtanítás részévé válik, ugyanakkor egyre inkább összekapcsolódnak a kisebbségi fiatalok transznacionális mobilitási jövőképével. Az összehasonlító elemzés rámutat arra, hogy a transzlingválás mindkét kontextusban fontos pedagógiai erőforrás és az interkulturális tanulás eszköze, emancipatorikus lehetőségeit azonban az államnyelvi ideológiák és a fennmaradó etnolingvisztikai hierarchiák korlátozzák.

***Kulcsszavak*:** transzlingválás, államnyelvoktatás, magyar kisebbség, osztálytermi etnográfia

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Translanguaging in State Language Education: A Comparative Study of Hungarian Students in Transylvania and Vojvodina

This presentation examines the role of translanguaging in state language education among Hungarian students in Transylvania and Vojvodina. Translanguaging is a pedagogical practice that supports language learning by

treating languages not as separate systems but as interconnected communicative resources. Through a comparative analysis of two classroom ethnographic studies, I explore how translanguaging facilitates the learning of Romanian and Serbian, respectively, and how it operates within different educational policy frameworks. In the Transylvanian case, translanguaging primarily serves as a strategy for preparing students for the Romanian language and literature graduation examination. On the other hand, in Vojvodina, translanguaging has become a part of the communicative approach to teaching Serbian as a non-native language, while increasingly connected to minority students' future aspirations of transnational mobility. The comparative analysis demonstrates that, in both contexts, translanguaging constitutes an important pedagogical resource and a means of fostering intercultural learning. At the same time, its emancipatory potential remains constrained by dominant state language ideologies and persistent ethnolinguistic hierarchies.

***Keywords*:** translanguaging, state language education, Hungarian minority, classroom ethnography

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KREATIVITÁSFEJLESZTÉS A GENERATÍV MESTERSÉGES INTELLIGENCIA KORÁBAN – ÚJ LEHETŐSÉGEK A KÖZÉPFOKÚ OKTATÁSBAN

A generatív mesterséges intelligencia elterjedése új kihívások elé állítja az oktatást. Az AI szabályozása, az akadémiai integritás és az automatizálás mellett kevesebb figyelem jut arra, miként támogathatja az emberi kreativitás fejlesztését, különösen a középfokú oktatásban. Az előadás abból a paradoxonból indul ki, hogy az AI egyszerre veszélyeztetheti és ösztönözheti a kreativitást. Kész válaszok előállítására használva csökkentheti az önálló gondolkodást, pedagógiai környezetben viszont támogathatja a divergens gondolkodást, a perspektívaváltást, a kísérletezést és a reflexiót. A központi

kérdés, hogyan teremthetők olyan AI-támogatott helyzetek, amelyekben nem az AI által létrehozott produktum, hanem az emberi kreatív folyamat áll a középpontban. Az AI így kreatív partnerként és kritikai tükörként működhet. Az előadás az AI-literacy mellett egy AI-támogatott kreativitáskompetencia fejlesztése mellett érvel, amelyhez a pedagógusszerep és a módszertani kultúra átalakulása szükséges.

***Kulcsszavak*:** generatív mesterséges intelligencia, kreativitásfejlesztés, középfokú oktatás, divergens gondolkodás, AI-támogatott kreativitás

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Creativity Development in the Age of Generative Artificial Intelligence: New Opportunities in Secondary Education

The spread of generative artificial intelligence poses new challenges for education. While considerable attention is devoted to AI regulation, academic integrity, and automation, less emphasis is placed on how AI can support the development of human creativity, particularly in secondary education. The presentation explores the paradox that AI may both threaten and foster creativity. When used to generate ready-made answers, it may reduce independent thinking; however, in an appropriate pedagogical environment, it can support divergent thinking, perspective-taking, experimentation, and reflection. The central question is how AI-supported learning situations can be designed so that the human creative process, rather than AI-generated products, remains at the centre. AI can thus function as a creative partner and critical mirror. Beyond AI literacy, the presentation argues for the development of AI-supported creativity competence, which requires changes in teachers' roles and pedagogical culture.

***Keywords*:** generative artificial intelligence, creativity development, secondary education, divergent thinking, AI-supported creativity

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VEDECKÉ PÔSOBENIE JANKA ŠAFÁRIKA V SRBSKU: PRÍKLAD KULTÚRNEHO TRANSFERU EURÓPA – SRBSKO V 19. STOROČÍ

Pod kultúrnym transferom chápeme metodologický koncept, ktorý vznikol v 80. rokoch 20. storočia vo Francúzsku (M. Espange, M. Werner) a ktorý označuje proces prenosu, prijímania a transformácie kultúrnych fenoménov (myšlienok, produktov, zvykov, inštitúcií a pod.) medzi rôznymi kultúrami, krajinami alebo sociálnymi skupinami. Metodologicky sa opierame o zborník pod názvom Cultural transfer Europe-Serbia: Methodological Issues and Challenges (ed. Slobodan G. Markovich, Belgrade 2023). Kultúrny transfer by bol ozrejmený na príklade vedeckého pôsobenia Slováka Janka Šafárika (1814 – 1876) v Srbsku v 19. storočí, kde zastával viaceré významné posty. Okrem iného pôsobil ako podpredseda Spoločnosti srbskej slovesnosti, predseda Srbskej učenej spoločnosti, riaditeľ múzea (v rokoch 1848 – 1870), knihovník a správca Národnej knižnice v Belehrade. Najmä Šafárikova práca v múzeu a v knižnici môže ozrejmiť mechanizmy kultúrneho prenosu v stredoeurópskom kontexte 19. storočia. Jeho činnosť v knižnici je výsledkom jeho skúseností a výskumnej práce v archívoch a knižniciach v Bratislave, Prahe, Viedni či Pešti. Počas ôsmich rokov Šafárik z knižnice urobil funkčnú a modernú inštitúciu – vypracoval nové lístkové katalógy, obohatil jej knižničné fondy, urobil z nej verejnú inštitúciu, začal systematické zbieranie rukopisov a starých kníh a iné. Svoje slavistické vedecké poznatky využíval aj pri iných činnostiach – zbieraní starožitností a starých srbských mincí, redigovaní starých rukopisov, múzejníctve a inde.

***Kľúčové slová*:** Janko Šafárik, Srbsko v 19. storočí, kultúrny transfer, Národná knižnica, Národné múzeum

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Janko Šafárik`s Scientific Work in Serbia: An Example of Cultural Transfer Between Europe and Serbia in the 19th Century

Under cultural transfer we understand the methodological concept that arose in France in the 1980s (M. Espange, M. Werner) and which refers to the process of transfer, acceptance and transformation of cultural phenomena (thoughts, products, habits, institutions, etc.) between different cultures, countries or social groups. Methodologically, we rely on the collection entitled Cultural transfer Europe-Serbia: Methodological Issues and Challenges (ed. Slobodan G. Markovich, Belgrade 2023). Cultural transfer would be made clear through the scientific work of the Slovak Janko Šafárik (1814-1876) in Serbia in the 19th century, where he held many important posts. Among other things, he was the vice-president of the Society of Serbian Literature, the president of the Serbian learned society, director of the museum (from 1848 to 1870), librarian and trustee of the National Library in Belgrade. In particular, Šafárik`s work in the museum and in the library can explain the mechanisms of cultural transmission in the middle European context of the 19th century. His activity in the library is the result of his experience and research work in archives and libraries in Bratislava, Prague, Vienna and Pest. During his eight years, Šafárik turned the library into a functional and modern institution - he published new card catalogues, enriched its library funds, made it a public institution, started systematic collection of manuscripts and blue books, and others. He used his Slavic knowledge of Vedic knowledge in other activities - collecting antiques and Serbian coins, editing manuscripts, museums, etc.

***Keywords*:** Janko Šafárik, Serbia in the 19th century, cultural transfer, National Library, National Museum

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LEXIKA V BILINGVÁLNOM PROSTREDÍ

Slovenský jazyk vo Vojvodine je neoddeliteľnou súčasťou slovenského jazykového priestoru, pričom sa rozvíja v odlišných spoločenských a kultúrnych podmienkach než slovenský jazyk v materskej krajine. Tieto podmienky vplývajú na vznik a používanie nových lexém v slovnej zásobe, ako aj na významové posuny niektorých existujúcich lexikálnych jednotiek. Predmetom nášho výskumu budú lexémy, ktoré v bilingválnom prostredí nadobúdajú odlišný význam v porovnaní so spisovnou slovenčinou, ako aj lexikálne jednotky pomenúvajúce národno-kultúrne špecifiká. Ide o bezekvivalentné lexikálne jednotky, ktoré nemajú priame ekvivalenty v kultúrnom prostredí inojazyčných spoločenstiev. V slovenskom jazyku používanom v materskej krajine často neexistujú príslušné reálie ani ich pomenovania. Výskumný materiál bude excerpovaný z učebníc používaných v školách so slovenským vyučovacím jazykom vo Vojvodine a z kuchárskych kníh publikovaných v tomto prostredí.

***Kľúčové slová*:** spisovný jazyk, bilingvizmus, sémantika, kultúra, lexika, jazykové kontakty

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Lexis in a Bilingual Environment

The Slovak language in Vojvodina is an integral part of the Slovak linguistic area, while developing under social and cultural conditions that differ from those of Slovak used in its homeland. These conditions influence the emergence and use of new lexical items in the vocabulary, as well as semantic shifts in the meanings of some existing lexical units. The subject of our research will

be lexical items that acquire different meanings in a bilingual environment compared with Standard Slovak, as well as lexical units denoting national and cultural specificities. These are non-equivalent lexical units that have no direct counterparts in the cultural environment of other language communities. In the Slovak language used in Slovakia, the corresponding cultural realities and their designations often do not exist. The research material will be excerpted from textbooks used in schools where Slovak is the medium of education in Vojvodina, as well as from cookbooks published in this linguistic and cultural environment.

***Keywords*:** standard Slovak, bilingualism, semantics, culture, lexis, language contact

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VPLYV DIGITÁLNYCH MÉDIÍ NA PERCEPČNÝ OBRAZ SLOVENSKEJ KULTÚRY A UMENIA UKRAJINSKÝMI VYSOKOŠKOLÁKMI ŠTUDUJÚCIMI NA SLOVENSKU

Príspevok analyzuje vplyv médií na percepciu slovenskej kultúry a umenia ukrajinskými študentmi študujúcimi na Slovensku v kontexte interkultúrnej komunikácie. Cieľom výskumu je identifikovať vzťah medzi mediálne konštruovaným obrazom a jeho následnou transformáciou prostredníctvom osobnej skúsenosti. Výskum využíva kombinovaný metodologický prístup, pozostávajúci z kvantitatívneho dotazníkového zberu dát a kvalitatívnej metódy focus group. Výsledky naznačujú, že médiá, najmä digitálne platformy, významne determinujú predstavy respondentov, ktoré sa v procese kultúrnej

adaptácie revidujú smerom ku komplexnejšiemu a autentickejšiemu vnímaniu slovenskej kultúry.

Kľúčové slová: interkultúrna komunikácia, sociálne médiá, percepcia kultúry, ukrajinskí študenti, kultúrna adaptácia

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The Impact of Digital Media on Ukrainian University Students' Perceptions of Slovak Culture and Art While Studying in Slovakia

This paper analyzes the influence of the media on the perception of Slovak culture and art among Ukrainian students studying in Slovakia in the context of intercultural communication. The aim of the research is to identify the relationship between the image constructed by the media and its subsequent transformation through personal experience. The research employs a combined methodological approach consisting of quantitative questionnaire-based data collection and the qualitative focus group method. The results suggest that the media, particularly digital platforms, significantly shape respondents' perceptions, which are revised during the process of cultural adaptation toward a more complex and authentic understanding of Slovak culture.

***Keywords*:** intercultural communication, social media, perception of culture, Ukrainian students, cultural adaptation

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IDENTIFIKÁCIA SOCIÁLNYCH AKTÉROV V PROCESOCH ŠTANDARDIZÁCIE MENŠINOVÝCH JAZYKOV: RUSÍNČINA, BANÁTSKA BULHARČINA A SLOVENČINA VO VOJVODINE

Rusínčina, banátska bulharčina a slovenčina vo Vojvodine sú slovanské menšinové jazyky, ktorých vývojové cesty a súčasné postavenie sa výrazne líšia, hoci sa vyvíjali v takmer rovnakých všeobecných spoločenských podmienkach. V druhej polovici 20. storočia si rusínčina vytvorila spisovnú normu a prešla všetkými fázami jazykovej štandardizácie, pričom dosiahla plné uznanie v severnej srbskej provincii (Дуличенко 1981, Magocsi 1996, Magocsi 2004). Banátskej bulharčine sa na druhej strane nepodarilo vytvoriť stabilný štandard a jej súčasnú jazykovú situáciu charakterizuje veľmi obmedzený počet oblastí používania, ako aj rýchly pokles počtu hovoriacich (Иванова, Бечева 2003, Vučković 2010, Belić, Nomachi 2018). Slovenčina vo Vojvodine sa vyvíja pod vplyvom: a) historickej príslušnosti k jazykovému spoločenstvu na Slovensku, b) autonómie vo vzťahu k jazykovému spoločenstvu na Slovensku, ako aj c) kontaktu s inými jazykovými varietami používanými vo Vojvodine: srbčinou, maďarčinou a ďalšími (Myjavcová 2001, Dudok 2006). Na základe ich historického vývoja, ako aj materiálu zhromaždeného počas výskumu v rámci projektu *Zraniteľné jazyky a jazykové variety v Srbsku* (realizovaného v rokoch 2022 – 2024), si tento príspevok kladie za cieľ identifikovať sociálnych aktérov, ktorí sa podieľali na štandardizácii uvedených jazykov, a opísať ich úlohu v tomto procese. Porovnaním sociálnych aktérov – jednotlivcov alebo skupín v rámci komunít, ktorí ovplyvňovali a formovali jazykovú situáciu, od tých, ktorí štandard presadzovali, vytvárali a propagovali, cez tých, ktorí boli „iba“ jeho používateľmi, až po tých, ktorí ho odmietali a popierali[2] – sa ponúkne možná odpoveď na otázku, aký vplyv mali na vitalitu a udržiavanie rusínčiny, banátskej bulharčiny a slovenčiny vo Vojvodine.

2 Príklady podobnej analýzy v menšinovom kontexte pozri v publikácii *Standardizing Minority Languages: Competing Ideologies of Authority and Authenticity in the Global Periphery. Edited by Pia Lane, James Costa, Haley De Korne. New York and London: Routledge, 2018.*

***Kľúčové slová*:** jazyková štandardizácia, sociálni aktéri, menšinové jazyky vo Vojvodine

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Identifying Social Actors in Minority Language Standardisation Processes: Rusyn, Banat Bulgarian and Slovak in Vojvodina

Rusyn, Banat Bulgarian and Slovak in Vojvodina are Slavic minority languages whose development paths and current statuses are very different, although they developed under almost identical general social conditions. In the second half of the 20th century, Rusyn established a literary norm and went through all the stages of language standardisation, reaching full recognition within the northern Serbian province (Дуличенко 1981, Magocsi 1996, Magocsi 2004). Banat Bulgarian, on the other hand, failed to create a stable standard, and its current language situation is characterized by a very limited number of domains of use, as well as a rapid decline in the number of speakers (Иванова, Бечева 2003, Vučković 2010, Belić, Nomachi 2018). Slovak language in Vojvodina has been developing under the influence of a) historical affiliation with the linguistic community in Slovakia, b) autonomy in relation to the linguistic community in Slovakia, and c) contact with other language varieties used in Vojvodina, such as Serbian, Hungarian, and others (Myjavcová 2001, Dudok 2006). Based on their historical development, as well as material collected during research within the project Vulnerable Languages and Linguistic Varieties in Serbia (carried out in the period 2022–2024), this paper aims to identify social actors who participated in the standardisation of the mentioned languages and to describe their role in that process. By comparing social actors – individuals or groups within communities who have influenced and shaped the linguistic situation, from those who advocated, created, and promoted the standard, through those who were 'only' its users, to those who rejected and denied it[3] – a possible answer to the question of their influence on

3 For examples of similar analysis in minority context see Standardizing Minority Languages: *Competing Ideologies of Authority and Authenticity in the Global Periphery*. Edited by Pia Lane, James Costa, Haley De Korne. New York and London: Routledge, 2018.

the vitality and maintenance of Rusyn, Banat Bulgarian and Slovak languages in Vojvodina will be offered.

Keywords: language standardisation, social actors, minority languages in Vojvodina

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SCRIITORI ROMÂNI DIN EXIL – PLURILINGVISM ȘI INTERCULTURALITATE

Tema articolului nostru este prezentarea – succint – a exilului românesc, cu accent deosebit pe scriitorii care au scris și au publicat în mai multe limbi, ca de exemplu Alexandru Busuioceanu, Vintilă Horia, Nicolas Catanoy, Ion Miloș ș.a. Obiectivele cercetării constau în evidențierea plurilingvismului și, în același timp, al realizărilor notabile pe care acești scriitori le-au avut în țările în care au locuit. Vom pune accent pe Vintilă Horia, al cărui roman *Dumnezeu s-a născut în exil* a fost scris direct în limba franceză și a câștigat (în 1960) premiul Goncourt. Totodată, putem vorbi despre „lumile romanice" ale lui Vintilă Horia, autorul scriind în română, franceză, spaniolă și italiană. Un alt exemplu este Alexandru Busuioceanu care, scriind poezie și în limba spaniolă, a fost inclus în istoria literaturii spaniole. Un alt exemplu este scriitorul român Ion Miloș, care, prin traducerile sale din română în suedeză (și invers), din sârbă în română, din română în franceză a contribuit din plin la o cunoaștere culturală reciprocă. Metoda cercetării este așadar accentuarea impactului acestor scriitori în cultura țării în care au trăit, evidențiind totodată faptul că multilingvismul și influențele interculturale nu au dus la pierderea valorilor identitare.

***Cuvinte cheie*:** scriitori români, exil, plurilingvism, interculturalitate, identitate

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Romanian Writers from Exile – Multilingualism and Interculturality

The theme of our paper is to present – in short – the Romanian exile. Our focus is to put forward the Romanian writers who wrote and published in more languages, such as Alexandru Busuioceanu, Vintilă Horia, Nicolas Catanoy, Ion Miloș. The objective of the research is to emphasize their multilingualism and, at the same time, the important accomplishments those writers had in their new countries. A notorious example is Vintila Horia, whose novel *Dieu was born in exile,* written directly in French, won the significant prize Goncourt. Also, we can speak about ‘the Romance worlds’ of Vintila Horia, because he published in Romanian, French, Spanish and Italian. Another example – Alexandru Busuioceanu, published poetry in Spanish and was included in the history of Spanish literature. Next example is Ion Milos. Through his translation from Romanian into Swedish (and reverse), from Serbian into Romanian, from Romanian into French had a special contribution at an intercultural knowledge. Therefore, the method of our research is to emphasize the impact those writers had in the culture of their new countries, showing also that despite the multilingualism and the cultural influences they did not lose identity values.

Keywords: Romanian writers, exile, multilingualism, interculturality, identity

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ÎNTRE EXERCIȚIUL CONTROLAT ȘI ASCULTAREA ÎN TIMP REAL. STRATEGII DE ÎNSUȘIRE A LIMBII ROMÂNE

Dezvoltarea abilităților de înțelegere orală reprezintă una dintre cele mai mari provocări în însușirea limbii române ca limbă străină sau secundară. Acest articol propune o abordare practică pentru dezvoltarea abilităților de înțelegere orală în limba română. Aplicarea modelului Wakamoto (2021) în învățarea limbii ajută cursanții să treacă mai ușor de la exercițiile tehnice de ascultare la conversațiile reale, prin combinarea antrenamentului individual cu strategii de înțelegere în timp real. Modelul distinge riguros între „strategiile de practică și autoreglare" (Practice and Self-Regulation Strategies), utilizate pentru gestionarea efortului și antrenamentul structurat, și „strategiile cognitive" (Cognitive Strategies), activate în timpul procesării mesajelor în timp real.

***Cuvinte-cheie*:** limba română, strategii de ascultare activă, modelul Wakamoto (2021)

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Between Controlled Exercise and Real-time Listening. Strategies for Acquisition of the Romanian Language

Developing oral comprehension skills represents one of the greatest challenges in acquiring Romanian as a foreign or second language. This article proposes a practical approach to developing oral comprehension skills in Romanian. Applying Wakamoto's (2021) model to language learning helps students transition more smoothly from technical listening exercises to real-life conversations by combining individual training with real-time comprehension strategies. The model rigorously distinguishes between „Practice and Self-

Regulation Strategies," used for structured training and effort management, and „Cognitive Strategies," activated during real-time message processing.

***Keywords*:** Romanian language, active listening strategies, Wakamoto's (2021) model

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PREDAREA CULTURII DE SECURITATE ÎN ÎNVĂȚĂMÂNTUL SUPERIOR: ROLUL EDUCAȚIONAL AL TERMINOLOGIEI DE SPECIALITATE

Lucrarea examinează rolul terminologiei de specialitate în edificarea culturii de securitate într-un context marcat de dinamica riscurilor și complexitatea mediului internațional. Dintr-o perspectivă interdisciplinară, situată la intersecția studiilor de securitate, relațiilor internaționale și educației universitare, analiza evidențiază modul în care concepte precum securitate, risc, amenințare, vulnerabilitate și reziliență contribuie la structurarea cunoașterii și la dezvoltarea unui cadru comun de înțelegere. Dimensiunea aplicată urmărește utilizarea terminologiei în programele universitare de studii de securitate, în documente strategice, discurs instituțional și comunicare publică, evidențiind rolul său în formarea viitorilor specialiști. Se argumentează că rigoarea terminologică reprezintă un instrument educațional esențial pentru dezvoltarea culturii de securitate, a gândirii critice și pentru înțelegerea limbajului instituțiilor.

***Cuvinte-cheie*:** cultură de securitate, terminologie de specialitate, învățământ superior, studii de securitate, comunicare instituțională

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Teaching Security Culture in Higher Education: The Educational Role of Specialised Terminology

The paper examines the role of specialised terminology in building and strengthening security culture within a global context characterised by rapidly evolving risks and the increasing complexity of the international environment. Adopting an interdisciplinary perspective at the intersection of Security Studies, International Relations and higher education, the paper explores how key concepts such as security, risk, threat, vulnerability and resilience contribute to structuring knowledge and establishing a shared conceptual framework. The applied dimension focuses on the use of specialised terminology in university Security Studies programmes, strategic documents, institutional discourse and public communication, highlighting its role in educating future security professionals. The paper argues that terminological precision constitutes an essential educational tool for fostering security culture, promoting critical thinking and enhancing the understanding of the language employed by security institutions.

***Keywords*:** security culture, specialised terminology, higher education, Security Studies, institutional communication

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ROLUL MANUALULUI LUI MIHAIL ROLLER ÎN FALSIFICAREA ISTORIEI ROMÂNIEI DE CĂTRE REGIMUL COMUNIST

Manualul de istorie coordonat de Mihail Roller a fost unul dintre principalele instrumente prin care regimul comunist a falsificat istoria României. Publicat după ajungerea la guvernare a comuniștilor, în 1947, acesta a reinterpretat

evenimentele istorice conform ideologiei sovietice, minimalizând rolul personalităților și al instituțiilor naționale. Domnitorii, monarhia și contribuția României la dezvoltarea proprie au fost prezentate într-o lumină negativă, în timp ce Uniunea Sovietică și Partidul Comunist erau elogiate. Scopul manualului era formarea unei noi viziuni asupra trecutului, favorabile regimului, și legitimarea puterii comuniste. Astfel, manualul lui Roller a devenit un simbol al manipulării istoriei în scop politic.

***Cuvinte cheie*:** manual, istorie, Roller, comunism, falsificare

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The Role of Mihail Roller's History Textbook in the Communist Regime's Falsification of Romanian History

The history textbook edited by Mihail Roller was one of the main instruments through which the communist regime distorted Romanian history. Published in 1947, after the communists came to power, it reinterpreted historical events according to Soviet ideology, minimizing the role of national leaders and institutions. Romanian rulers, the monarchy, and Romania's contribution to its own development were portrayed in a negative light, while the Soviet Union and the Communist Party were praised. The purpose of the textbook was to promote a new interpretation of the past that supported the regime and legitimized communist rule. As a result, Roller's textbook became a symbol of the political manipulation of history.

***Keywords*:** textbook, history, Roller, communism, falsification

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FRANCOFONIA DINCOLO DE CENTRU: HAITI CA SPAȚIU DE NEGOCIERE IDENTITARĂ ȘI INTERCULTURALĂ

Francofonia, privită din afara centrului său european, se configurează ca un cadru dinamic al întâlnirilor culturale, în care identitățile nu sunt fixe, ci rezultă din procese continue de ajustare și reinterpretare în contexte postcoloniale. În acest sens, Haiti oferă un teren de observație privilegiat pentru analiza acestor dinamici. Lucrarea de față propune o lectură a spațiului haitian ca zonă de convergență între tradiții africane, moștenirea culturală franceză și specificul caraibian, din care se naște o formă de identitate marcată de hibriditate și negociere permanentă. Demersul urmărește să surprindă atât mecanismele prin care se construiesc aceste identități, cât și modalitățile de circulație și transformare a elementelor culturale în interiorul francofoniei periferice. Analiza are la bază o abordare comparativă, de tip textual și contextual, iar rezultatele pun în evidență rolul Haiti ca spațiu generator de conștiință interculturală, oferind repere relevante pentru configurarea unor modele educaționale centrate pe diversitate și competență interculturală.

Cuvinte cheie: francofonie, Haiti, interculturalitate, identitate, postcolonialism

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Francophonie Beyond the Center: Haiti as a Space of Identity Negotiation and Interculturality

Francophonie, when viewed from beyond its European centre, emerges as a dynamic framework of cultural encounters in which identities are not fixed but are shaped through ongoing processes of adjustment and reinterpretation within

postcolonial contexts. In this regard, Haiti offers a particularly fertile ground for observing and analysing these dynamics. This paper proposes a reading of the Haitian space as a zone of convergence between African traditions, French cultural heritage, and Caribbean specificity, from which a form of identity marked by hybridity and continuous negotiation emerges. The study seeks to capture both the mechanisms through which these identities are constructed and the ways in which cultural elements circulate and are transformed within peripheral Francophone contexts. The analysis is grounded in a comparative, textual, and contextual approach, and its findings highlight Haiti's role as a generator of intercultural awareness, offering relevant insights for the development of educational models cantered on diversity and intercultural competence.

***Keywords*:** francophonie, Haiti, interculturality, identity, postcolonialism

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MANUALELE DE LIMBI STRĂINE ÎNTRE MITOLOGIZARE, AGENDĂ POLITICĂ ȘI PROMOVAREA BRANDULUI NAȚIONAL. O ANALIZĂ COMPARATIVĂ (ROMÂNIA, SERBIA, GERMANIA)

În procesul de predare a limbilor străine, manualul nu este doar un instrument de învățare neutru, ci devine și un mijloc de negociere a identității naționale și culturale. Problema de cercetare vizează modul în care, deliberat sau nu, autorii de manuale utilizează conținutul cultural și gramatical pentru a servi unor scopuri variate. Obiectivul lucrării de față este acela de a analiza comparativ câteva dintre manualele de limbă străină din România, Serbia și Germania, evidențiind modul în care acestea gestionează întâlnirea dintre educație, politică și mitologizare. Cercetarea recurge la două metode principale, îmbinând analiza critică a discursului cu analiza comparată a imaginilor. Această abordare permite deconstrucția mesajelor „ascunse" din textele și

materialele vizuale ale manualelor, facilitând identificarea mecanismelor prin care acestea operează fie ca vectori ai mitologizării, fie ca instrumente de marketing identitar sau de promovare a unei agende politice. Rezultatele cercetării demonstrează o specializare a discursului: anumite manuale mizează pe „mitologizarea" spațiului geografic și spiritual, transformând tradiția într-un reper identitar sacralizat; altele prioritizează strategiile de marketing identitar, axându-se pe proiecția unui brand național; o a treia direcție este cea a manualelor care funcționează ca instrumente directe ale agendei politice, în timp ce altele păstrează o structură de predare tradițională. De asemenea, nu există manuale „bune" sau „rele", ci ele devin, la un moment dat, expresie a ceva. Aceste abordări variate modelează profilul cursantului. Studiul aduce o contribuție importantă pentru înțelegerea mecanismelor prin care educația formală mediază acest „Weltanschauung" al unei țări, propunând un model de lectură critică necesar pentru formarea unui dialog intercultural autentic în spațiul european.

Cuvinte cheie: manuale de limbi străine, agendă politică, promovarea mărcii naționale, conținut cultural și gramatical

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Foreign Language Textbooks Between Mythologizing, Political Agenda and National Brand Promotion. A comparative Analysis (Romania, Serbia, Germany)

In the process of foreign language teaching, the textbook is not merely a neutral learning resource but also serves as a means of negotiating national and cultural identity. The research problem addressed in this study concerns the ways in which textbook authors, whether deliberately or inadvertently, employ cultural and grammatical content to serve a range of purposes. The aim of this paper is to conduct a comparative analysis of selected foreign language textbooks from Romania, Serbia, and Germany, highlighting how they negotiate the intersection of education, politics, and myth-making. The research draws on two principal methods, combining Critical Discourse Analysis with

comparative visual analysis. This approach enables the deconstruction of the implicit messages embedded in the textual and visual materials of the textbooks, making it possible to identify the mechanisms through which they function either as vehicles of myth-making, as instruments of identity marketing, or as means of promoting a particular political agenda. The findings reveal a clear specialisation of discourse. Some textbooks rely on the mythologisation of geographical and spiritual space, transforming tradition into a sacralised marker of identity. Others prioritise identity marketing strategies, focusing on the projection of a national brand. A third category consists of textbooks that operate as direct instruments of a political agenda, while others retain a more traditional pedagogical structure. Furthermore, textbooks cannot simply be classified as either „good" or „bad"; rather, each becomes, at a particular moment, an expression of a specific ideological, cultural, or educational orientation. These diverse approaches shape the learner's profile in different ways. The study makes an important contribution to understanding the mechanisms through which formal education mediates a country's *Weltanschauung*, while proposing a model of critical reading that is essential for fostering genuine intercultural dialogue within the European context.

Keywords: foreign language textbooks, political agenda, national brand promotion, cultural and grammatical content

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„ARHITECTURI ALE ÎNCREDERII": ACTIVITĂȚILE ECONOMICE ALE MIGRANȚILOR SÂRBI ȘI INTEGRAREA SOCIALĂ ÎN OLTENIA ÎN PRIMA JUMĂTATE A SECOLULUI AL XX-LEA

Lucrarea analizează rolul activităților economice desfășurate de migranții sârbi în procesele de integrare socială din Oltenia, regiune situată în sud-vestul României în prima jumătate a secolului al XX-lea. Cercetarea pornește de la ipoteza că integrarea acestora nu s-a realizat exclusiv prin reglementări administrative sau juridice, ci și prin relațiile cotidiene dezvoltate în cadrul

activităților economice. Pe baza documentelor de arhivă, a statisticilor administrative, a registrelor comerciale, precum și a presei de epocă sunt analizate structura ocupațională, inițiativele antreprenoriale, solicitările de stabilire și de naturalizare, precum și relațiile dintre migranții sârbi, autorități și populația locală. Analiza evidențiază că relațiile dezvoltate au favorizat interacțiunea interculturală și integrarea socială, conturând adevărate „arhitecturi ale încrederii" în spațiul oltean din prima jumătate a secolului al XX-lea.

Cuvinte-cheie: migrație, sârbi, Oltenia, integrare socială, istorie socială

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„Architectures of Trust": The Economic Activities of Serbian Migrants and Social Integration in Oltenia during the First Half of the Twentieth Century

This paper examines the role of the economic activities carried out by Serbian migrants in the processes of social integration in Oltenia, a historical region located in south-western Romania, during the first half of the twentieth century. The research is based on the hypothesis that their integration was achieved not only through administrative and legal regulations but also through the everyday relationships developed within the framework of economic activities. Drawing on archival documents, administrative statistics, commercial registers and contemporary newspapers, the study analyses the occupational structure, entrepreneurial initiatives, applications for residence and naturalization, as well as the relationships established between Serbian migrants, local authorities, and the host population. The analysis demonstrates that these relationships fostered intercultural interaction and social integration, shaping genuine "architectures of trust" within the Oltenian social environment during the first half of the twentieth century.

***Keywords*:** migration, Serbs, Oltenia, social integration, social history

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SURSE DIGITALE ȘI AI ÎN ÎNVĂȚĂMÂNT ȘI CERCETARE - O ANALIZĂ

Lucrarea își propune să analizeze impactul utilizării surselor digitale și al instrumentelor bazate pe inteligență artificială (AI) asupra procesului educațional, evidențiind atât oportunitățile, cât și provocările pe care acestea le generează. Sursele digitale și AI facilitează accesul rapid la informație, personalizează învățarea, oferă feedback imediat și contribuie la dezvoltarea competențelor necesare într-o societate digitalizată. Utilizarea excesivă sau nesupravegheată poate însă diminua gândirea critică și autonomia intelectuală. Totodată, sistemele AI pot genera informații eronate („halucinații”), iar folosirea lor fără respectarea principiilor etice ridică probleme privind plagiatul și integritatea academică. Accesul inegal la tehnologie poate accentua disparitățile educaționale. Lucrarea urmărește identificarea unor direcții de integrare responsabilă și eficientă a acestor tehnologii în procesul educațional.

Cuvinte cheie: inteligență artificială, surse digitale, educație, competențe digitale, integritate academică

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Analysis - Digital Sources and AI in Education and Research

This paper aims to analyze the impact of digital resources and artificial intelligence (AI) - based tools on the educational process, highlighting both the opportunities and challenges they present. Digital resources and AI facilitate rapid access to information, personalize learning, provide immediate feedback,

and contribute to the development of the skills needed in a digital society. However, excessive or unsupervised use can diminish critical thinking and intellectual autonomy. At the same time, AI systems can generate erroneous information ("hallucinations"), and their use without adherence to ethical principles raises issues regarding plagiarism and academic integrity. Unequal access to technology can exacerbate educational disparities. This paper aims to identify approaches for the responsible and effective integration of these technologies into the educational process.

***Keywords*:** Artificial Intelligence (AI), digital sources, education, digital competencies, academic integrity

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INTERCULTURALITATE ȘI MEMORIE ONOMASTICĂ: ETNONIMUL „SÂRB" ÎN OLTENIA

Lucrarea analizează prezența și valorificarea etnonimului *sârb* în onomastica Olteniei, pornind de la premisa că numele proprii constituie importante mărturii ale contactelor interculturale. Obiectivul cercetării este identificarea și interpretarea antroponimelor și toponimelor derivate din etnonimul *sârb*, precum și evidențierea semnificațiilor istorice și culturale asociate acestora. Metodologia are la bază analiza onomastică a materialului extras din surse lexicografice, documente istorice, lucrări de specialitate și baze de date toponimice și antroponimice. Rezultatele evidențiază frecvența și diversitatea formelor onomastice construite pe baza etnonimului, reflectând prezența comunităților sârbe și relațiile româno-sârbe din spațiul oltean. Totodată, studiul demonstrează că onomastica poate reprezenta un instrument util în educația interculturală, contribuind la cunoașterea patrimoniului multicultural local și la înțelegerea proceselor istorice de interacțiune dintre comunități.

***Cuvinte-cheie*:** onomastică, etnonim, sârbi, interculturalitate, Oltenia

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Interculturality and Onomastic Memory: The Ethnonym "Serb" in Oltenia

This paper examines the presence and significance of the ethnonym *Serb* in the onomastics of Oltenia, based on the premise that proper names represent valuable evidence of intercultural contacts. The main objective is to identify and interpret anthroponyms and toponyms derived from the ethnonym *Serb*, while highlighting their historical and cultural meanings. The research methodology relies on the onomastic analysis of data collected from lexicographic sources, historical documents, scholarly studies, and anthroponymic and toponymic databases. The results reveal the frequency and diversity of onomastic forms derived from this ethnonym, reflecting both the presence of Serbian communities and the Romanian–Serbian relations within the Oltenian area. Furthermore, the study demonstrates that onomastics can serve as an effective tool for intercultural education by promoting awareness of local multicultural heritage and a better understanding of the historical processes of interaction among communities.

***Keywords*:** onomastics, ethnonym, Serbs, interculturality, Oltenia

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EXILUL CA SPAȚIU AL INTERCULTURALITĂȚII: CAZUL FUNDOIANU/FONDANE

Exilul constituie un spațiu privilegiat al interculturalității, în care identitatea se reconfigurează prin tensiuni culturale, dialog și transferuri simbolice constante. Studiul pe care îl propunem analizează cazul Benjamin

Fundoianu/Fondane, intelectual unic situat între cultura română interbelică și cea franceză modernă, din perspectiva exilului ca experiență fundamental formativă pentru conștiința sa interculturală. Obiectivul principal este de a evidenția mecanismele complexe de negociere identitară și dinamica sofisticată a interferențelor culturale reflectate în scrierile sale filosofice, literare și critice. Cercetarea se bazează pe o analiză textuală detaliată și comparativă, iar rezultatele evidențiază clar exilul ca matrice fundamentală a conștiinței interculturale, cu relevanță majoră pentru interpretarea literaturii moderne și pentru dezvoltarea programelor educaționale contemporane orientate spre inteligența interculturală.

***Cuvinte cheie*:** exil, interculturalitate, Fundoianu / Fondane, identitate, literatură

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Exile as an Intercultural Space: The Case of Fundoianu/Fondane

Exile constitutes a privileged space of interculturality, where identity is reshaped through cultural tensions, dialogue, and constant symbolic transfers. This study analyses Benjamin Fundoianu/Fondane, a unique intellectual positioned between interbellum Romanian culture and modern French culture, from the perspective of exile as a fundamentally formative experience for his intercultural consciousness. The main aim is to highlight the complex mechanisms of identity negotiation and the sophisticated dynamics of cultural interference reflected in his philosophical, literary, and critical writings. The research relies on detailed textual and comparative analysis, and the conclusions clearly reveal exile as a fundamental matrix of intercultural consciousness, with major relevance for interpreting modern literature and for developing contemporary educational programs oriented toward intercultural intelligence.

***Keywords*:** exile, interculturality, Fundoianu / Fondane, identity, literature

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ÎNVĂȚĂTORI ARĂDENI AUTORI DE MANUALE ȘCOLARE LA SFÂRȘITUL SECOLULUI AL XIX-LEA ȘI ÎNCEPUTUL SECOLULUI XX

La sfârșitul secolului al XIX-lea școlile confesionale românești se confruntau cu o serie de probleme materiale si financiare, printre care lipsa manualelor școlare in limba română. În acest context mulți învățători care aveau preocupări culturale au devenit autori de manuale școlare. Amintim în acest sens pe învățătorii arădeni Nicolae Ștefu si Iosif Moldovan. Unele dintre manualele învățătorilor arădeni s-au bucurat de succes, au fost reeditate și s-au folosit în numeroase școli din Episcopia Aradului. Pentru a putea fi folosite trebuia să corespundă cerințelor impuse de legislația epocii și să fie acceptate de autoritățile maghiare, dar și de conducerea Episcopiei arădene. Activitatea celor doi învățători arădeni autori de manuale școlare a contribuit la susținerea școlilor confesionale, care se confruntau cu numeroase probleme, dar mai ales la luminarea românilor din părțile Aradului.

Cuvinte cheie: *învățători, manuale școlare, școli, români, Episcopie*

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Arad Schoolteachers as Authors of School Textbooks at the End of the Nineteenth Century and the Beginning of the Twentieth Century

At the end of the nineteenth century, Romanian confessional schools faced a number of material and financial difficulties, including a shortage of school textbooks in the Romanian language. In this context, many schoolteachers with cultural and scholarly interests became authors of textbooks. Among them were the Arad schoolteachers Nicolae Ștefu and Iosif Moldovan. Some of

the textbooks written by these Arad educators proved highly successful, were republished in several editions, and were used in numerous schools within the Diocese of Arad. To be approved for use, these textbooks had to comply with the educational legislation of the time and receive the approval of both the Hungarian authorities and the leadership of the Diocese of Arad. The work of these two Arad schoolteachers as textbook authors played an important role in supporting the Romanian confessional school system, which faced numerous challenges, while also contributing significantly to the education and cultural advancement of the Romanian population in the Arad region.

***Keywords*:** teachers, textbooks, schools, Romanians, Diocese

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REPREZENTAREA MEDIA A MINORITĂȚILOR ÎN ERA ALGORITMILOR. ANALIZĂ REGIONALĂ

Cercetarea examinează modul în care mass-media digitală din regiunile multietnice Voivodina (Serbia) și Banat (România) influențează dialogul intercultural în 2026. În timp ce media tradițională respectă norme stricte de incluziune, platformele online și rețelele sociale sunt guvernate de algoritmi care tind să creeze bule de ecou, riscând să izoleze comunitățile într-un multiculturalism pasiv. Folosind o metodologie mixtă, studiul analizează cantitativ și calitativ conținutul principalelor portaluri de știri regionale și secțiunile de comentarii ale acestora, pe o perioadă de trei luni. Se urmărește dacă reflectarea minorităților depășește abordarea folclorică și cum reacționează publicul. Rezultatele anticipate indică o fragmentare a discursului public și un dialog intercultural real redus în spațiul virtual. Lucrarea propune soluții pentru un jurnalism digital incluziv.

***Cuvinte-cheie*:** interculturalitate, mass-media digitală, algoritmi, Voivodina

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Media Representation of Minorities in the Era of Algorithms: A Regional Analysis

This research examines how digital media in the multi-ethnic regions of Vojvodina (Serbia) and Banat (Romania) influences intercultural dialogue in 2026. While traditional media adheres to strict norms of inclusion, online platforms and social networks are governed by algorithms that tend to create echo chambers, risking the isolation of communities in a passive multiculturalism. Using a mixed methodology, the study quantitatively and qualitatively analyzes the content of the main regional news portals and their comment sections over a three-month period. It explores whether the representation of minorities goes beyond a folkloristic approach and how the public reacts. Anticipated results indicate a fragmentation of public discourse and a reduced, genuine intercultural dialogue in the virtual space. The paper proposes solutions for inclusive digital journalism.

***Keywords*:** interculturality, digital media, algorithms, Vojvodina

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REVISTA LUMINA CA PLATFORMĂ DE COMUNICARE ACADEMICĂ ȘI TRANSFER DE CUNOAȘTERE ÎN COMUNITATEA ROMÂNEASCĂ DIN SERBIA

Revista „Lumina”, de la primul număr până în ziua de azi s-a dezvoltat profesional, atât prin conţinut, cât şi prin subiectele abordate. Deși revista a trecut prin diferite crize sociale și literare, a reușit totuși să rămână consecventă în realizarea obiectivelor și ideilor inițiale, de a cultiva și promova creația literară în limba română, cercetările științifice, culturale și educaționale din Voivodina. Fiind unica revista de promovare a științei, Lumina a avut încă de la început o mare contribuție la europenizarea literaturii române din Banatul sârbesc, dar și critica literară, respectiv cercetările ştiinţifice care sunt identificate cu mentalitatea românilor din Voivodina, conştiinţa culturală a românului de aici. Din 1947, an considerat a fi anul naşterii revistei, unica de acest fel în limba română din fosta Iugoslaviei. Pe parcursul a mai mult de opt decenii paralel cu valorificarea creațiilor literare au fost publicate și cercetări de ultima oră ale profesorilor de la instituțiile de învățământ superior cu limba de predare română din Serbia, atrăgând în același timp și cele mai ilustre nume de profesori universitari, critici și istorici literari din România. Astfel, revista Lumina, și în ziua de azi reprezintă una dintre cele mai importante platforme de comunicare științifică, culturală și educațională a comunității românești din Serbia. Publicația funcționează ca un spațiu de transfer al cunoașterii, de promovare a cercetării interdisciplinare și de consolidare a identității culturale într-un context multicultural și multilingv. Lucrarea analizează contribuția

revistei la dezvoltarea ecosistemului intelectual al românilor din Voivodina, evidențiind rolul acesteia în diseminarea rezultatelor cercetării, promovarea literaturii române contemporane, susținerea educației și facilitarea dialogului academic dintre Serbia și România. Lucrarea utilizează o analiză bibliometrică și de conținut a articolelor publicate în revista Lumina în perioada 2015–2025, urmărind frecvența publicării studiilor științifice, domeniile reprezentate, profilul autorilor și dinamica tematică. Rezultatele sunt interpretate din perspectiva comunicării științifice, a transferului de cunoaștere și a diplomației culturale. Totodată, cercetarea va examina dacă revista continuă să contribuie la dezvoltarea capitalului intelectual al minorității române, prin promovarea autorilor, cercetătorilor și cadrelor universitare, precum și prin facilitarea circulației cunoașterii și a dialogului academic în spațiul european, rol pe care l-a îndeplinit cu succes de-a lungul existenței sale.

Cuvinte-cheie: *Lumina*, educație, transfer de cunoaștere, analiză bibliometrică, identitate culturală

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Lumina Journal as a Platform for Academic Communication and Knowledge Transfer Within the Romanian Community in Serbia

Founded in 1947, *Lumina* is the longest-running Romanian-language cultural and scholarly magazine published in the former Yugoslavia. Throughout its history, the journal has continuously evolved in both editorial

quality and scholarly scope, establishing itself as the principal forum for academic and cultural communication within the Romanian community in Serbia. Despite the political, social, and cultural transformations experienced by the region, *Lumina* has remained committed to its founding mission of promoting Romanian-language literature, scholarly research, and the cultural and educational heritage of the Romanian minority in Vojvodina. Beyond its contribution to the development and international visibility of Romanian literature in the Serbian Banat, the journal has provided an important platform for literary criticism and interdisciplinary research in the fields of language, literature, culture, history, and minority identity. It has regularly published contributions by scholars affiliated with Romanian-language higher education institutions in Serbia, alongside studies by distinguished academics, literary critics, and historians from Romania. In doing so, *Lumina* has fostered cross-border scholarly collaboration and strengthened academic exchange between Serbia and Romania. Today, *Lumina* remains one of the leading platforms for scholarly, cultural, and educational communication within the Romanian community in Serbia. The journal functions as a medium for knowledge dissemination, interdisciplinary dialogue, and the preservation and promotion of cultural identity in a multilingual and multicultural environment. This paper examines the role of *Lumina* in supporting the academic ecosystem of the Romanian minority in Serbia, focusing on its contribution to the dissemination of research, the promotion of contemporary Romanian literature, the advancement of education, and the development of Serbian–Romanian academic cooperation. The study employs bibliometric and content analysis of articles published in *Lumina* between 2015 and 2025. The analysis considers publication frequency, thematic distribution, disciplinary diversity, authors‘ institutional affiliations, and patterns of scholarly collaboration. The findings are interpreted through the theoretical perspectives of scholarly communication, knowledge transfer, and cultural diplomacy. The study argues that *Lumina* continues to play a significant role in strengthening the intellectual capital of the Romanian minority in Serbia by promoting academic excellence, facilitating the circulation of knowledge, and encouraging international scholarly dialogue. The paper concludes that the journal functions not only as a cultural and literary publication but also as an important infrastructure for scholarly communication and as an instrument of cultural diplomacy connecting the Romanian academic community in Serbia with the wider European academic space.

***Keywords*:** *Lumina* Journal, knowledge transfer, bibliometric analysis, education, cultural identity

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MITURI ȘI LITERATURĂ: VÂLVA-BĂII

Lucrarea își propune să evidențieze impactul pe care îl are duhul minei atât asupra minerilor, cât și asupra cititorilor pasionați de literatură. Vâlva-Băii/Vâlva-Minei devine punct de conjuncție între mituri și literatură. În mitologia română, duhul minei, de obicei, de gen feminin, apare sub diverse metamorfozări – animal, ființă umană în veșminte albe sau negre ori în straie de miner cu felinar. Cromatismul veșmintelor, tipul animalului (câine, cocoș, pisică neagră, șoarece, șobolan etc.), sunetul persistent (lătratul câinelui, cântecul cocoșului, clinchetul clopoțeilor, ritmul orologiului etc.) dezvăluie ambivalența duhului minei – malefic sau benefic. Vâlva-Băii le arată oamenilor unde sunt filoanele de aur sau abate nenorociri (accidente, prăbușirea minei), astfel încât verdictul este infaust. Duhurile comorilor, Vâlva Munților, Vâlva-Băii prezintă elemente cvasiidentice. Interdicțiile erau respectate cu strictețe de către mineri. Cei aleși, cei privilegiați cărora li se arăta duhul minei erau supuși unui pact al tăcerii. În caz contrar, Vâlva-Băii îi sancționa, cerea cap de om. Acest duh justițiar care combătea credulitatea, lenea, lăcomia reprezintă un strămoș ancestral ce se încadrează „mitologiei inferioare sau demonologiei", concept dezvoltat de Wilhelm Mannhardt (1877). La nivel arhetipal, demonul sau daimonul (gr. *daimon* < „divinitate, geniu, spirit", daimonion < „forță divină, demon", lat. *daemon* < „spirit") este un spirit dual, „un pre-zeu" (Otto 1992, 96). În literatură, narațiunile *Vâlva-Băilor* sau *Duhul băilor*, de Ion Agârbiceanu, subliniază un univers mitico-magic, un fantastic de sorginte populară. În incipitul narațiunilor se conturează un pliseu care îl proiectează pe cititor într-un univers mitic. Demitizarea din finalul narațiunilor distruge efectul fantastic, readucându-l pe cititor în planul real. Duhul minei este asociat fie cu fatalitatea, fie cu norocul, modificând destinul peronajelor. Narațiunea *Vâlva-Băilor* potențează mitul faustic și sfârșitul tragic al personajului Vasile Mârza, atribuit fie unui accident, fie vâlvei răzbunătoare. Narațiunea *Duhul băilor* subliniază universul mitic al minerilor din Munții Apuseni și obsesia îmbogățirii. Povestirea în povestire revitalizează o forță htoniană justițiară care sancționează lăcomia și recompensează meritocrația. Cârciuma devine un centru al lumii care îi scoate pe protagoniști din lumea cotidiană și îi propulsează într-

un timp mitic, determinându-i să retrăiască situații-limită, întâlniri insolite cu duhul minelor. Interculturalitatea, analiza sincronică și diacronică, perspectiva comparativ-analitică potențează o temă generoasă și captivantă. Vâlva-Băii își revendică forța, subliniind trecerea de la mitul arhaic la mitul literar.

Cuvinte-cheie: Vâlva-Băii, mit arhaic, mit literar, demitizare, interculturalitate

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Myths and Literature: Vâlva-Băii

The paper aims to highlight the impact of the mine spirit both on miners and on readers passionate for literature. *Vâlva-Băii/Vâlva-Minei* becomes a point of convergence between myths and literature. In Romanian mythology, the mine spirit, usually feminine gender, appears through various metamorphoses - as an animal, as a human being dressed in white or black garments, or in miners' garments carrying a lantern. The chromatic symbolism of the garments, the type of animal (dog, rooster, black cat, mouse, rat, etc.), and the persistent sound (the barking of the dog, the crowing of the rooster, the tinkling of bells, the rhythm of the clock, etc.) reveal the ambivalence of the mine spirit - either malevolent or benevolent. *Vâlva-Băii* shows people where the gold veins are located or prevents disasters (accidents, mine collapses), so that the final verdict is often ominous. The spirits of the treasures, *Vâlva Munților*, *Vâlva-Băii* display almost identical elements. The prohibitions were strictly respected by the miners. Those chosen, those privileged to whom the mine spirit revealed itself, were bound by a pact of silence. Otherwise, *Vâlva-Băii* punished them, demanding a human sacrifice, namely a human head. This justiciar spirit, which fought against credulity, laziness, and greed, represents an ancestral figure belonging to "lower mythology or demonology", a concept developed by Wilhelm Mannhardt (1877). At an archetypal level, the demon or daimon (Gr. *daimon* < "divinity, genius, spirit"; *daimonion* < "divine force, demon"; Lat. *daemon* < "spirit") is a dual spirit, "a pre-god" (Otto 1992, 96). In literature, the narratives *Vâlva-Băilor* or *Duhul băilor*, by Ion Agârbiceanu, emphasize a mythical-

magical universe, a form of the fantastic originating in popular traditions. In the beginnings of these narratives is outlined a narrative framework that projects the reader into a mythical universe. The demythologization from the end of the narratives destroys the fantastic effect, bringing the reader back into the realm of reality. The mine spirit is associated either with fatality or with fortune, modifying the destiny of the characters. The narrative *Vâlva-Băilor* enhances the Faustian myth and the tragic end of the character Vasile Mârza, attributed either to an accident or to the vengeful mine spirit. The narrative *Duhul băilor* highlights the mythical universe of the miners from the Apuseni Mountains and their obsession with wealth. The story within a story revitalizes a chthonic justiciar force that punishes greed and rewards meritocracy. The tavern becomes a centre of the world that removes the protagonists from everyday reality and propels them into a mythical time, making them relive extreme situations and unusual encounters with the spirit of the mines. Interculturality, synchronic and diachronic analysis, and the comparative-analytical perspective enhance a rich and captivating theme. *Vâlva-Băii* reclaims its power, emphasizing the transition from the archaic myth to the literary myth.

***Keywords*:** Vâlva-Băii, archaic myth, literary myth, demythologization, interculturality

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ANTROPONIMIE *ȘI* INTERCULTURALITATE *ÎN* ROMANUL LUI CRISTIAN TEODORESCU „MEDGIDIA, ORAȘUL DE APOI"

Tema articolului nostru este evidențierea rolului pe care îl are antroponimia în redarea ideii de interculturalitate în romanul *Medgidia, orașul de apoi,* de Cristian Teodorescu. Obiectivele cercetării constau în identificarea și analizarea funcției de interculturalitate a antroponimelor în contextul onomasticii literare. Metoda utilizată este studiul de caz și cercetarea antroponimiei din perspectivă interculturală, o atenție deosebită acordându-se noțiunii de *culturem*. Rezultatele cercetării implică termenii de multiculturalitate și transculturalitate, alături de

cel de interculturalitate, totul fiind proiectat în timpul și în spațiul desfășurării acțiunii romanului: Dobrogea înainte de 1940 și în timpul celui de-Al Doilea Război Mondial. Medgidia este un oraș multicultural: alături de români trăiau aici turci, tătari, armeni, evrei și aromâni, iar diversitatea numelor personajelor reflectă contactul dintre culturi: Hassan, Lea, Haikis, Marcel, Tefik etc.; antroponimia fiind văzută ca rezultantă a comunicării interculturale.

***Cuvinte cheie*:** interculturalitate, multiculturalitate, antroponimie interculturală, culturem, antroponim

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Some Elements of Anthroponomy and Interculturality Reflected in Cristian Teodorescu's Novel 'Medgidia orașul de apoi"

The theme of the paper is to emphasize the role of anthroponymy in rendering the idea of interculturality in the novel *Medgidia orașul de apoi* by the Romanian author Cristian Teodorescu. 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 case study and the research of anthroponymy from an intercultural perspective, with special attention to the notion of *culturem*. The results of the research involve the terms multiculturality and transculturality, as well as interculturality. All of these aspects are projected in the time and space of the subject of the novel: Dobrodgea region before 1940 and during the Second World War. Medgidia is a multicultural city: besides Romanians, over there live Turks, Tatars, Armenians, Jewish and Aromanians. The diversity of the names of the characters reflects the contact between the cultures - Hassan, Lea, Haikis, Marcel, Tefik etc. Thus, the anthroponymy can be perceived as a result of the inntercultural communication.

***Keywords*:** interculturality, multiculturalism, intercultural anthroponymy, culturem, anthroponymy

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НОВИ ПРИЛОГИ ЗА БИОҐРАФИЮ УЧИТЕЛЯ ПЕТРА КУЗМЯКА (1816-1900) И ИСТОРИЮ ЙОГО ФАМИЛИЇ

Петро Кузмяк (1816-1900) бул длугорочни учитель конфесионалней школи у Руским Керестуре. На место главного учителя до Керестура пришол 1855. року як перши кандидат з формалним учительским и хуманистичним образованьом. Його приход бул нови початок у историї образованя Руснацох у Южней Угорскей, односно Войводини. Основна школа и ґимназия у Руским Керестуре нєшка ноши мено Петра Куямяка. На основу архивних и публицистичних жридлох XIX и XX сторочя, у роботи ше виглєдую нови податки о просвитней дїялносци Петра Кузмяка як и зложени обставини його фамилийного живота у контексту особней еґзистенциї и еґяистенциї членох його фамилиї. Окремна повага пошвецена його синови, Александру (Шандору) Кузмяку (1860-1915), хтори тиж бул учитель, поштанским уряднїк, алє и локални историчар и археолоґ. История фамилиї Кузмяк приказана и як парадиґма войводянскей интеркултуралносци у XIX сторочю понеже ше у нєй писало и приповедало на пейц язикох.

Ключни слова: учитель Петро Кузмяк, Австро-Угорска, Руски Керестур, фамелийна история

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Contributions to the Biography of Teacher Petro Kuzmjak (1816-1900) and His Family History

Petro Kuzmjak (1816-1900) was a long-standing parochial school teacher in Ruski Krstur. He was appointed head teacher in 1855 as the first candidate with a formal teaching and philosophical education. His arrival marked a new beginning in south Hungarian (Vojvodinian) Ruthenians' education history. Ruski Krstur's elementary and grammar school bears Kuzmjak's name today. Based on archival records and published texts form the 19th and 20th centuries, this paper researches newly found information on the educational activities of Petro Kuzmjak as well as the complicated circumstances of his family life in the context of their social status. This paper especially focuses on his son Aleksandar (Šandor) Kuzmjak (1860-1915), who was also a teacher, but a postal clerk and a local historian and archaeologist. The Kuzmjak family history has been viewed as a paradigm of Vojvodinian interculturality in the 19th century, because it was a family in which five languages were actively used.

***Keywords*:** Petro Kuzmjak, teacher, Austria-Hungary, Ruski Krstur, family history

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КОНЦЕПТ КИРБАЙ ЯК РЕЗУЛТАТ ИНТЕРКУЛТУРНИХ КОНТАКТОХ РУСНАЦОХ У ВОЙВОДИНИ

Руснаци у Войводини по присельованю до Войводини у контакту зоз другима народами прияли велї характеристики других културох. То насампредз слова зоз мадярского, нємецкого або сербского язика алє зоз пребараньом словох, Руснаци пребрали и концепти хтори вони представяли. У тей роботи будзе представени єден таки превжати концепт за хтори ше предпоставя же ма сакралну и профану конотацию. Ґерманизем кирбай Руснаци вироятно прияли зоз сербского язика. Руска лексикология го класификує як нови ґерманизем прияти по приселєню зоз Горнїци и хтори, предпоставя ше, забрал место концепту одпуст. За тото коґнитивнолинґвистичне виглєдованє интересантне виглєдац чи ше зоз пребараньом слова, превжал и концепт хтори характеристични за сербску, нємецку або даєдну другу язичну слику швета. Прето, у тим виглєдованю буду вжати до огляду информациї хтори можеме пренайсц у линґвистичней литератури, насампредз зоз историйних и етимологийних словнїкох. Други, помоцни инструмент хтори нам укаже сучасну слику того концепту, будзе асоциятивни тест прецо тото виглєдованє будзе мац интердисциплинарни характер.

***Ключни слова*:** язична слика швета Руснацох, интеркултуралносц, кирбай, Kirchweih, одпуст

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The Concept KIRBAJ as a Result of Intercultural Contacts of the Ruthenians in Vojvodina

After their relocation in the middle of 18th century, from parts of the Habsburg Monarchy to present-day Vojvodina, the northern part of Serbia, Ruthenians have adopted many characteristics of other cultures, primarily through the adoption of loanwords from Hungarian, German or Serbo-Croatian languages. Borrowing words from other languages, implies absorbing the concepts that those words represent. In this paper, a concept with both sacral and profane connotation will be presented. The loanword from German KIRBAJ (Kirchweih) Vojvodinian Ruthenians probably received through the Serbian language. Ruthenian linguists classify this word as a new German borrowing acquired after relocation from Hornjica (a term for Ruthenian homeland, that is, parts of present-day Slovakia, Ukraine and Hungary) which, probably took the place of the concept ODPUST. For this cognitive-linguistic research it is interesting to examine whether adopting the word *kirbaj* from other culture, means adopting the concept KIRBAJ that is common for Serbian, German or any other linguistic image of the world. Therefore we will take into account information from linguistic literature, in the first place from historical and etymological dictionaries. In addition, to reveal contemporary image of the concept KIRBAJ, as an auxiliary instrument which will give this research interdiciplinary character, an associative test will be conducted.

Keywords: linguistic image of the world of the Ruthenians, interculturality, kirbaj, kirchweih, odpust

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ИНТЕРКУЛТУРАЛНОСЦ У РУСКИХ НОВИНОХ (1924–1941)

У тей роботи ше будзе анализовац заступеносц литературних дїлох хтори преложени зоз других язикох на руски язик, а хтори обявени на бокох тижньовнїка *Руски новини* у периодзе од 1924. по 1941. рок. Публикованє *Руских новинох* порушало Руске народне просвитне дружтво (РНПД) основане 1919. року и поставело фундаменти за дальши розвой руского язика, литератури и култури. Окремна увага будзе пошвецена анализи дїлох хтори нє творели авторе з рускей заєднїци, алє хтори дали свойо значне доприношенє розвою литератури у тим периодзе. Тото виглєдованє будзе унапрямене на питанє рецепциї других литературох у рускей литератури, препатрунок прекладох зоз других язикох на руски язик и интеркултуралносц у вчасней фази рускей литератури.

***Ключни слова*:** руска литература, интеркултуралносц, *Руски новини*, руски язик, прекладанє

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Interculturality In Ruski Novini (1924-1941)

This paper examines the presence and representation of literary works translated from other languages into Ruthenian and published in the weekly *Ruski novini* between 1924 and 1941. *Ruski novini* was established by the Ruthenian National Enlightenment Society, founded in 1919, an organization that laid the foundations for the development of the Ruthenian language, literature, and culture. The paper focuses on literary works by non-Ruthenian authors that significantly contributed to the development of Ruthenian literature during this period. It examines the reception of other literatures in Ruthenian literature, provides an overview of translations from other languages into Ruthenian, and explores interculturality in this early phase of Ruthenian literature.

***Keywords*:** Ruthenian literature, interculturality, *Ruski novini* weekly, Ruthenian language, translations

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INTERKULTURALNO OBRAZOVANJE U KURIKULARNOM OKVIRU CJELODNEVNE ŠKOLE

Interkulturalni odgoj i obrazovanje važni su za razvoj poštovanja različitosti, uključivosti i demokratskih vrijednosti od najranije školske dobi. Cilj istraživanja bio je utvrditi zastupljenost interkulturalnih tema u kurikulumu cjelodnevne škole za prvi razred osnovne škole, u dijelu koji se odnosi na Nacionalni kurikulum realiziran kroz redovitu nastavu (A1). Istraživanje je provedeno kvalitativnom analizom sadržaja kurikuluma Hrvatskoga jezika, Likovne kulture, Glazbene kulture, Društva i zajednice, Sata razrednika te međupredmetnih tema Građanski odgoj i obrazovanje i Osobni i socijalni razvoj, koje propisuje Ministarstvo znanosti, obrazovanja i mladih. Analizirani su odgojno-obrazovni ishodi, sadržaji, vrijednosti i preporuke povezani s razvojem interkulturalnih kompetencija učenika. Rezultati pokazuju da su interkulturalne teme zastupljene u svim analiziranim kurikulumima, ali se razlikuju prema opsegu i načinu njihove integracije. Rezultati istraživanja upućuju na potrebu njihova sustavnijeg kurikularnog povezivanja radi unaprjeđivanja interkulturalnog odgoja i obrazovanja te razvoja interkulturalnih kompetencija učenika od početka osnovnoškolskog obrazovanja.

***Ključne riječi*:** analiza sadržaja, cjelodnevna škola, interkulturalne kompetencije, interkulturalni odgoj i obrazovanje, kurikulum

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Intercultural Education within the Curricular Framework of the Full-Day School

Intercultural education plays a vital role in fostering respect for diversity, inclusion, and democratic values from the earliest stages of schooling. The aim of this study was to examine the representation of intercultural themes

in the curriculum of the Croatian full-day school model for the first grade of primary education, specifically within the National Curriculum implemented through regular instruction (A1). The study employed a qualitative content analysis of the curricula for Croatian Language, Visual Arts, Music, Society and Community, Homeroom, and the cross-curricular themes Civic Education and Personal and Social Development, prescribed by the Ministry of Science, Education and Youth. The analysis focused on learning outcomes, content, values, and recommendations related to the development of students' intercultural competence. The findings indicate that intercultural themes are represented across all analysed curricula; however, they differ in terms of their scope and mode of integration. The results highlight the need for a more systematic curricular integration of intercultural content in order to advance intercultural education and foster the development of students' intercultural competence from the beginning of primary education.

***Keywords*:** content analysis, full-day school, intercultural competence, intercultural education, curriculum

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INTERKULTURALNI SADRŽAJI U NASTAVI KNJIŽEVNOSTI ZA OSNOVNE ŠKOLE

Škola, kao odgojno-obrazovna institucija, ali i cjelokupni odgojno-obrazovni proces koji se odvija u školi trebali bi biti mjesto interkulturalnog odgoja i obrazovanja koje će promicati priznavanje različitosti, vrijednosti pojedinca kao i rasnih, etničkih, vjerskih skupina pojedinaca i međusobnih interakcijskih odnosa svih sudionika u odgojno-obrazovnom procesu (učenik, učitelj, roditelj). U radu će se dati prikaz interkulturalnih sadržaja u Nacionalnom kurikulumu za osnovnoškolski odgoj i obrazovanje i čitanki za niže razrede osnovne škole. Rad će pokazati i metodički instrumentarij u čitankama i (ne) usmjerenost na interkulturni dijalog i kritička čitanja, zastupljenost nacionalne

književnosti naspram svjetske, kao i (ne)zastupljenost književnih tekstova nacionalnih manjina i drugih manje vidljivih zajednica u društvu.

***Ključne riječi*:** interkulturalizam, književnost, kurikulum, nastava, škola

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Intercultural Content in Literature Teaching in Primary Schools

The school, as an educational institution, and the entire educational process taking place within it, should serve as a setting for intercultural education—one that promotes the recognition of diversity and the value of the individual, as well as of racial, ethnic, and religious groups, and fosters interaction among all participants in the educational process (students, teachers, parents). This paper presents an overview of intercultural content found in the National Curriculum for Primary Education and in primary school reading textbooks for lower grades. It also examines the methodological tools in these textbooks, the extent to which they encourage intercultural dialogue and critical reading, the balance between national and world literature, and the presence or lack of literary texts representing national minorities and other less visible communities in society.

***Keywords*:** interculturalism, literature, curriculum, teaching, school

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INTERKULTURALNA DIMENZIJA INICIJALNOG OBRAZOVANJA ODGOJITELJA U REPUBLICI HRVATSKOJ

Interkulturalizam predstavlja važan koncept suvremenog odgoja i obrazovanja, osobito u kontekstu sve veće kulturne i jezične raznolikosti u predškolskim ustanovama. Razvoj interkulturalnih kompetencija odgojitelja stoga postaje jedan od preduvjeta za stvaranje inkluzivnog i poticajnog odgojno-obrazovnog okruženja u kojem se uvažavaju različitosti i potiče međusobno razumijevanje. Cilj rada je analizirati zastupljenost interkulturalnih sadržaja u inicijalnom obrazovanju odgojitelja u Republici Hrvatskoj. U radu je provedena analiza studijskih programa ranog i predškolskog odgoja i obrazovanja na šest hrvatskih sveučilišta. Rezultati analize pokazali su da su interkulturalni sadržaji prisutni u obrazovanju odgojitelja, ali neujednačeno raspoređeni u različitim razinama studija. Dok pojedina sveučilišta pokazuju veći stupanj integracije interkulturalnih tema, u drugim su sredinama ti sadržaji znatno manje zastupljeni. Rezultati istraživanja upućuju na potrebu za sustavnijim i ujednačenijim pristupom integraciji interkulturalnih sadržaja u inicijalno obrazovanje odgojitelja. Jačanje interkulturalnih kompetencija može pridonijeti kvalitetnijem radu odgojitelja u multikulturalnim okruženjima te stvaranju inkluzivnog i poticajnog odgojno-obrazovnog okruženja za svu djecu.

Ključne riječi: inicijalno obrazovanje odgojitelja, interkulturalizam, interkulturalne kompetencije, kulturna raznolikost

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The Intercultural Dimension of Initial Preschool Teacher Education in Croatia

Interculturalism has become a key concept in contemporary education, particularly in response to the growing cultural and linguistic diversity of early childhood education settings. Consequently, the development of preschool teachers' intercultural competencies is considered a fundamental prerequisite for creating inclusive and supportive learning environments that value diversity and foster mutual understanding. The aim of this study is to examine the extent to which intercultural content is integrated into the initial education of preschool teachers in the Republic of Croatia. The research is based on an analysis of early childhood and preschool education study programs offered at six Croatian universities. The findings reveal that intercultural content is incorporated into preschool teacher education programs; however, its representation is uneven across different levels of study. While some universities demonstrate a more comprehensive integration of intercultural topics, these contents are considerably less represented in others. The results highlight the need for a more systematic and consistent approach to the integration of intercultural content within initial preschool teacher education. Strengthening preschool teachers' intercultural competencies can enhance their professional practice in culturally diverse settings and contribute to the creation of inclusive, equitable, and stimulating educational environments for all children.

***Keywords*:** cultural diversity, initial preschool teacher education, interculturalism, intercultural competencies

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NATIONAL IDENTITY AND INTERCULTURAL DIALOGUE IN ROMANIAN MEDIA DISCOURSE DURING THE 2024 PRESIDENTIAL AND PARLIAMENTARY ELECTIONS

This paper examines the ways in which the Romanian press reflected issues of national identity and intercultural values during the 2024 presidential and parliamentary elections. In an electoral climate marked by numerous public debates, the media played an important role in shaping and conveying political messages to the public. The research aims to identify the main narrative frameworks employed by Romanian media outlets in representing concepts such as nation, patriotism, multiculturalism, and European belonging. The analysis is based on press articles and online media content published during the electoral campaign. The findings highlight the coexistence of two major tendencies within media discourse: the promotion of traditional identity values and the support for intercultural dialogue characteristic of the European space. The study emphasizes the role of the media in shaping public perceptions of national identity and intercultural relations in contemporary Romania.

Keywords: 2024 elections, mass media, national identity, intercultural dialogue, media discourse

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Predsednički i parlamentarni izbori 2024. godine u rumunskoj štampi: predstavljanje nacionalnog identiteta i interkulturalnih vrednosti u medijskom diskursu

Ovaj rad analizira način na koji je rumunska štampa predstavljala pitanja nacionalnog identiteta i interkulturalnih vrednosti u kontekstu predsedničkih i parlamentarnih izbora 2024. godine. U izbornom okruženju obeleženom brojnim

javnim debatama, mediji su imali značajnu ulogu u oblikovanju i prenošenju političkih poruka javnosti. Istraživanje ima za cilj da identifikuje glavne narativne okvire koje su rumunski mediji koristili u predstavljanju pojmova kao što su nacija, patriotizam, multikulturalizam i evropska pripadnost. Analiza se zasniva na novinskim člancima i onlajn medijskim sadržajima objavljenim tokom izborne kampanje. Rezultati ukazuju na postojanje dve dominantne tendencije u medijskom diskursu: promovisanje tradicionalnih identitetskih vrednosti i podršku interkulturalnom dijalogu karakterističnom za evropski prostor. Studija naglašava ulogu medija u oblikovanju javnih percepcija o nacionalnom identitetu i interkulturalnim odnosima u savremenoj Rumuniji.

Ključne reči: izbori 2024, masovni mediji, nacionalni identitet, interkulturalni dijalog, medijski diskurs

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BELIEFS AND USE OF DIGITAL GAME-BASED LANGUAGE LEARNING APPS AMONG IRANIAN UNIVERSITY STUDENTS

Digital game-based language learning (DGBLL) apps are now a routine part of many learners' everyday language practice, but their beliefs about these tools and the relation remain context-sensitive. This study aims to examine Iranian students' beliefs about DGBLL apps, subgroup differences between users and nonusers of a widely used app, namely Duolingo, and associations between beliefs and app use patterns. Fifty participants completed a 25-item online questionnaire. The questionnaire's reliability was excellent ($\alpha = .91$). Duolingo users showed significantly higher role identity scores than nonusers. Correlational analyses showed that intensity of use was positively associated with overall beliefs, attitude, outcomes, role identity, and progress/risk. The findings highlight a practical distinction between frequency and intensity of engagement and suggest that gamification-related identity and progress beliefs may be particularly linked to sustained use in this context.

***Keywords*:** digital game-based language learning, gamification, learner beliefs, Duolingo, Iran

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Uverenja i upotreba aplikacija za učenje jezika zasnovanih na digitalnim igrama među studentima univerziteta u Iranu

Aplikacije za učenje jezika zasnovane na digitalnim igrama (DGBLL) postale su uobičajen deo svakodnevne jezičke prakse mnogih učenika, ali njihova uverenja o ovim alatima i njihovoj upotrebi i dalje zavise od konteksta. Cilj ovog istraživanja jeste da ispita uverenja iranskih studenata o DGBLL aplikacijama, razlike između onih koji koriste i onih koji ne koriste široko korišćenu aplikaciju Duolingo, kao i povezanost između uverenja i obrazaca korišćenja aplikacija. Pedeset ispitanika popunilo je onlajn upitnik sa 25 stavki. Pouzdanost upitnika bila je odlična ($\alpha = .91$). Korisnici aplikacije Duolingo ostvarili su značajno više rezultate u dimenziji identiteta uloge u poređenju sa onima koji ne koriste aplikaciju. Korelacione analize pokazale su da je intenzitet korišćenja pozitivno povezan sa ukupnim uverenjima, stavovima, očekivanim ishodima, identitetom uloge i percepcijom napretka/rizika. Nalazi ukazuju na praktičnu razliku između učestalosti i intenziteta angažovanja i sugerišu da su uverenja o identitetu i napretku povezana sa gejmifikacijom posebno značajna za dugotrajnu upotrebu ovih aplikacija u datom kontekstu.

Ključne reči: učenje jezika zasnovano na digitalnim igrama, gejmifikacija, uverenja učenika, Duolingo, Iran

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INTERCULTURALITY IN LSP TRANSLATION: FROM TERMINOLOGICAL HERITAGE TO TECHNOLOGY-ENHANCED DIGITAL PRACTICES IN SPECIALIZED KNOWLEDGE TRANSFER

This paper examines how interculturality shapes LSP translation in multilingual educational contexts in Romania, focusing on the shift from traditional terminological resources to technology-enhanced digital practices in specialized knowledge transfer. It identifies key challenges faced by translators working with Romanian institutional texts and educational regulations and analyses the impact of digital tools (terminology databases, online platforms, corpora) on translation decisions and intercultural sensitivity. The study applies qualitative analysis of an LSP text corpus and an exploratory survey among translators and educators. Findings suggest that technology-enhanced environments can both support and constrain the intercultural dimension of translation, depending on how digital resources are integrated into professional routines.

***Keywords*:** interculturality, LSP translation, terminology databases, digital corpora, institutional educational texts

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Interkulturalnost u LSP prevođenju: od terminološkog nasleđa do tehnološki unapređenih digitalnih praksi u specijalizovanom prenosu znanja

Ovaj rad analizira kako interkulturalnost utiče na LSP prevođenje u višejezičnim obrazovnim kontekstima u Rumuniji. Fokusira se na prelaz sa tradicionalnih terminoloških resursa na digitalne prakse unapređene

tehnologijom koje se koriste za prenos specijalizovanog znanja. Studija identifikuje glavne izazove sa kojima se suočavaju prevodioci koji rade sa rumunskim institucionalnim tekstovima i obrazovnim propisima i ispituje uticaj digitalnih alata (terminološke baze podataka, onlajn platforme i korpuse) na prevodilačke odluke i interkulturalnu svest. Metodologija kombinuje kvalitativnu analizu korpusa LSP tekstova sa eksploratornim istraživanjem među prevodiocima i nastavnicima. Rezultati ukazuju na to da tehnološki unapređena okruženja mogu istovremeno i ojačati i ograničiti interkulturalnu dimenziju prevođenja, u zavisnosti od načina na koji su digitalni resursi integrisani u profesionalne prakse.

***Ključne reči*:** interkulturalnost, LSP prevođenje, terminološke baze podataka, digitalni korpusi, institucionalni obrazovni tekstovi

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MEDIATING INSTITUTIONAL IDENTITY THROUGH TRANSLATION IN MULTILINGUAL HIGHER EDUCATION

Internationalized universities rely on translation to communicate across linguistic and cultural boundaries, yet institutional translation is often treated as a neutral transfer of information. This paper examines how institutional translation mediates institutional identity and intercultural understanding in multilingual higher education. It compares two contexts: certified translations of academic documents for international accreditation and translations of promotional materials for international audiences. Through qualitative, practice-based comparison, the study considers terminology, tone, audience adaptation, ethical responsibility and communicative purpose. The findings show that, despite different constraints, both domains shape institutional credibility, transparency and belonging. The paper argues that translation is an intercultural educational practice through which universities negotiate local specificity, international intelligibility and a coherent institutional voice.

Keywords: institutional translation, intercultural mediation, multilingual higher education, institutional identity, intercultural education

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Posredovanje u oblikovanju institucionalnog identiteta putem prevođenja u višejezičnom visokom obrazovanju

Internacionalizovani univerziteti oslanjaju se na prevođenje radi komunikacije preko jezičkih i kulturnih granica, ali se institucionalno prevođenje često shvata kao neutralan prenos informacija. Ovaj rad ispituje kako institucionalno prevođenje posreduje u oblikovanju institucionalnog identiteta i interkulturnog razumevanja u višejezičnom visokom obrazovanju. Porede se dva konteksta: overeni prevodi akademskih dokumenata za međunarodnu akreditaciju i prevodi promotivnih materijala za međunarodnu publiku. Kvalitativna analiza zasnovana na profesionalnoj praksi razmatra terminologiju, ton, prilagođavanje publici, etičku odgovornost i komunikacionu svrhu. Nalazi pokazuju da oba domena, uprkos različitim ograničenjima, oblikuju institucionalni kredibilitet, transparentnost i osećaj pripadnosti. U radu se zastupa stav da je prevođenje interkulturna obrazovna praksa kroz koju univerziteti usklađuju lokalne specifičnosti, međunarodnu razumljivost i koherentan institucionalni glas.

Ključne reči: institucionalno prevođenje, interkulturna medijacija, višejezično visoko obrazovanje, institucionalni identitet, interkulturno obrazovanje

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