УНИВЕРЗИТЕТ У НОВОМ САДУ

ФИЛОЗОФСКИ ФАКУЛТЕТ

UNIVERSITY OF NOVI SAD

FACULTY OF PHILOSOPHY

МЕЂУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА

ЈЕЗИК, КЊИЖЕВНОСТ, ИСТОРИЈА, КУЛТУРА И НОВЕ ТЕХНОЛОГИЈЕ У ОБРАЗОВАЊУ

INTERNATIONAL SCIENTIFIC CONFERENCE

LANGUAGE, LITERATURE, HISTORY, CULTURE AND NEW TECHNOLOGIES IN EDUCATION

3–5. новембар 2026.
3–5 November 2026

Нови Сад, Србија
Novi Sad, Serbia



УНИВЕРЗИТЕТ У НОВОМ САДУ
ФИЛОЗОФСКИ ФАКУЛТЕТ

UNIVERSITY OF NOVI SAD
FACULTY OF PHILOSOPHY

МЕЂУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА

ЈЕЗИК, КЊИЖЕВНОСТ, ИСТОРИЈА, КУЛТУРА И НОВЕ ТЕХНОЛОГИЈЕ У ОБРАЗОВАЊУ

INTERNATIONAL SCIENTIFIC CONFERENCE

LANGUAGE, LITERATURE, HISTORY, CULTURE AND NEW TECHNOLOGIES IN EDUCATION

3–5. новембар 2026.
3–5 November 2026

ПРОГРАМ И КЊИГА САЖЕТАКА

PROGRAMME AND BOOK OF ABSTRACTS



Издавач

Филозофски факултет
Универзитет у Новом Саду
www.ff.uns.ac.rs

За издавача

Проф. др Миливој Алановић, декан

Уреднице

Проф. др Ивана Иванић
Проф. др Вирђинија Поповић

Дизајн и техничко уређење

Проф. др Ивана Иванић

Сва права задржана. Забрањено је неовлашћено умножавање, копирање и поновно објављивање ове публикације или њених делова без претходне писмене сагласности издавача и аутора.

За садржај објављених радова, изнете ставове, мишљења и закључке искључиво су одговорни аутори. Ставови изнети у публикацији не морају нужно одражавати ставове издавача, који не сноси одговорност за њих.

ИСБН 978-86-6065-995-0

https://digitalna.ff.uns.ac.rs/sadrzaj/2026/978-86-6065-993-6

Publisher

Faculty of Philosophy
University of Novi Sad
www.ff.uns.ac.rs

For the Publisher

Prof. Milivoj Alanović, Ph.D., Dean

Editors

Assoc. Prof. Ivana Ivanić, Ph.D.
Prof. Virđinija Popović, Ph.D.

Cover Design and Layout

Assoc. Prof. Ivana Ivanić, Ph.D.

All rights reserved. No part of this publication may be reproduced, copied, or republished in any form or by any means without the prior written permission of the Publisher and the authors.

The authors are solely responsible for the content of their contributions, including the opinions, views, and conclusions expressed therein. These do not necessarily reflect the views of the Publisher, who assumes no responsibility for them.

ISBN 978-86-6065-995-0

https://digitalna.ff.uns.ac.rs/sadrzaj/2026/978-86-6065-995-0



МЕЂУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА

ЈЕЗИК, КЊИЖЕВНОСТ, ИСТОРИЈА, КУЛТУРА И НОВЕ ТЕХНОЛОГИЈЕ У ОБРАЗОВАЊУ

INTERNATIONAL SCIENTIFIC CONFERENCE

LANGUAGE, LITERATURE, HISTORY, CULTURE AND NEW TECHNOLOGIES IN EDUCATION

3–5. новембар 2026.
3–5 November 2026

Конференција се одржава у оквиру научноистраживачких активности два пројекта које финансира Покрајински секретаријат за високо образовање и научноистраживачку делатност Аутономне покрајине Војводине, Република Србија:

Језици мањина у мултикултурном простору Војводине: савремени токови, дигитални оквири и интеркултурне перспективе
(број пројекта: 003908278 2025 09418 003 000 000 001 04 003)

Интердисциплинарна истраживања савремених метода и примене нових технологија у образовању
(број пројекта: 004395437 2025 09418 003 000 000 001 04 002), који се реализује у оквиру сарадње научноистраживачких организација чији је оснивач АП Војводина са научноистраживачким организацијама Републике Српске.

РЕПУБЛИКА СРБИЈА
АУТОНОМНА ПОКРАЈИНА ВОЈВОДИНА
ПОКРАЈИНСКИ СЕКРЕТАРИЈАТ ЗА ВИСОКО ОБРАЗОВАЊЕ И НАУЧНОИСТРАЖИВАЧКУ ДЕЛАТНОСТ

The conference is organized as part of the research activities carried out within the framework of two scientific research projects funded by the Provincial Secretariat for Higher Education and Scientific Research of the Autonomous Province of Vojvodina, Republic of Serbia:

Minority Languages in the Multicultural Space of Vojvodina: Contemporary Trends, Digital Frameworks, and Intercultural Perspectives
(Project No. 003908278 2025 09418 003 000 000 001 04 003)

Interdisciplinary Research on Contemporary Methods and the Application of New Technologies in Education
(Project No. 004395437 2025 09418 003 000 000 001 04 002), implemented within the framework of joint research cooperation between scientific research institutions established by the Autonomous Province of Vojvodina and scientific research institutions of the Republic of Srpska.

САДРЖАЈ

Уводна реч 6

Научни одбор 12

Организациони одбор 14

Програм конференције 18

Сесије конференције 19

Сажеци радова 57

TABLE OF CONTENTS

Introduction 9

Scientific Committee 12

Organising Committee 14

Conference Programme 18

Conference Sessions 19

Abstracts 57

УВОДНА РЕЧ

Савремени научноистраживачки простор обележен је динамичним променама, интензивним развојем дигиталних технологија и све израженијом потребом за интердисциплинарним приступима у проучавању језика, књижевности, историје, културе и образовања. У времену у којем се традиционални облици знања сусрећу са новим методолошким парадигмама, научни дијалог, међународна сарадња и размена истраживачких искустава добијају посебан значај.

Међународна научна конференција **„Језик, књижевност, историја, култура и нове технологије у образовању”** (*Language, Literature, History, Culture and New Technologies in Education*), која се одржава од **3. до 5. новембра 2026. године** у организацији Филозофског факултета Универзитета у Новом Саду, представља прилику за сусрет истраживача различитих научних дисциплина, теоријских усмерења и методолошких приступа. Окупљајући научнике из земље и иностранства, конференција настоји да подстакне размену идеја, представљање нових научних сазнања и успостављање трајних облика академске сарадње.

Посебна пажња посвећена је проучавању језичких, књижевних, историјских, културних и образовних феномена у контексту савремених друштвених промена, вишејезичности, мултикултурализма, интеркултурне комуникације и дигиталне трансформације образовања. Полазећи од уверења да се сложени процеси који обликују савремено друштво не могу у потпуности разумети у оквирима само једне научне дисциплине, конференција афирмише интердисциплинарност као једно од основних начела савременог научног истраживања.

У средишту научних разматрања налазе се питања очувања и развоја језичког и културног наслеђа, односа језика и идентитета, књижевности као простора културног памћења, историјских процеса и њихових савремених тумачења, као и могућности које дигиталне технологије и вештачка интелигенција отварају у хуманистичким и друштвеним наукама и образовању. Нарочито место припада

истраживањима мањинских језика и култура, језичких контаката, интеркултурних односа, савремених наставних метода и примене иновативних технологија у образовним праксама.

Одржавање конференције повезано је са реализацијом два научноистраживачка пројекта које финансира Покрајински секретаријат за високо образовање и научноистраживачку делатност Аутономне покрајине Војводине: **„Језици мањина у мултикултурном простору Војводине: савремени токови, дигитални оквири и интеркултурне перспективе”** и **„Интердисциплинарна истраживања савремених метода и примене нових технологија у образовању”**, који се реализује кроз сарадњу научноистраживачких организација чији је оснивач Аутономна покрајина Војводина са научноистраживачким организацијама Републике Српске. Оба пројекта повезује настојање да се научна истраживања усмере ка актуелним друштвеним и образовним изазовима, уз истовремено јачање регионалне и међународне научне сарадње.

Посебну вредност конференције представља њена отвореност према различитим научним перспективама, генерацијама истраживача и институционалним срединама. Уверени смо да управо разноврсност истраживачких интересовања и приступа доприноси дубљем разумевању сложених односа између језика, књижевности, историје, културе и образовања, али и отвара простор за нова истраживачка питања и будуће заједничке пројекте.

Програм конференције и књига сажетака сведоче о тематској разноврсности и научном потенцијалу представљених истраживања. Они истовремено представљају документ научног сусрета и полазиште за даља промишљања, сарадњу и развој нових истраживачких иницијатива.

Изражавамо искрену захвалност свим учесницима конференције, члановима научног и организационог одбора, сарадницима и институцијама које су допринеле њеној реализацији. Посебну захвалност упућујемо колегиницама и колегама који својим истраживањима, идејама и академским ангажовањем доприносе развоју научног дијалога и јачању међународне сарадње.

Конференција окупља 136 аутора и коаутора са 130 научних радова, што сведочи о њеном међународном значају и представља важан допринос дисеминацији резултата научноистраживачких пројеката „Језици мањина у мултикултурном простору Војводине" и „Интердисциплинарна истраживања савремених метода и примене нових технологија у образовању". Окупљањем истраживача из различитих научних области и међународних академских институција, конференција доприноси остваривању циљева оба пројекта, афирмацији језичке и културне разноликости, развоју иновативних образовних приступа, размени научних резултата и јачању интердисциплинарне и међународне научне сарадње.

Са жељом да ова конференција буде подстицај за нове научне сусрете, плодотворне расправе и трајна академска партнерства, свим учесницима желимо успешан рад.

Уреднице
Проф. др Ивана Иванић
Проф. др Вирђинија Поповић

Нови Сад, новембар 2026. Године

INTRODUCTION

The contemporary research landscape is characterised by dynamic transformations, the rapid development of digital technologies, and an increasingly pronounced need for interdisciplinary approaches to the study of language, literature, history, culture, and education. At a time when traditional forms of knowledge intersect with emerging methodological paradigms, scholarly dialogue, international cooperation, and the exchange of research experiences are acquiring particular significance.

The International Scientific Conference “Language, Literature, History, Culture and New Technologies in Education”, held from 3 to 5 November 2026 and organised by the Faculty of Philosophy, University of Novi Sad, provides an opportunity for researchers representing different academic disciplines, theoretical orientations, and methodological approaches to come together. By bringing together scholars from Serbia and abroad, the conference aims to encourage the exchange of ideas, the presentation of new research findings, and the establishment of lasting forms of academic cooperation.

Attention is devoted to the study of linguistic, literary, historical, cultural, and educational phenomena in the context of contemporary social transformations, multilingualism, multiculturalism, intercultural communication, and the digital transformation of education. Recognising that the complex processes shaping contemporary society cannot be fully understood within the boundaries of a single academic discipline, the conference promotes interdisciplinarity as one of the fundamental principles of contemporary scholarly research.

At the center of scholarly discussions are issues concerning the preservation and development of linguistic and cultural heritage, the relationship between language and identity, literature as a space of cultural memory, historical processes and their contemporary interpretations, as well as the opportunities that digital technologies and artificial intelligence offer to the humanities, social sciences, and education. Emphasis is placed on research into

minority languages and cultures, language contact, intercultural relations, contemporary teaching methods, and the application of innovative technologies in educational practices.

The conference is organised in connection with the implementation of two scientific research projects funded by the Provincial Secretariat for Higher Education and Scientific Research of the Autonomous Province of Vojvodina: "Minority Languages in the Multicultural Space of Vojvodina: Contemporary Trends, Digital Frameworks, and Intercultural Perspectives" (Project No. 003908278 2025 09418 003 000 000 001 04 003) and "Interdisciplinary Research on Contemporary Methods and the Application of New Technologies in Education" (Project No. 004395437 2025 09418 003 000 000 001 04 002), the latter being implemented through cooperation between scientific research institutions established by the Autonomous Province of Vojvodina and scientific research institutions of the Republic of Srpska. Both projects share a commitment to addressing contemporary social and educational challenges through scholarly research, while simultaneously strengthening regional and international academic cooperation.

One of the strengths of the conference lies in its openness to diverse scholarly perspectives, generations of researchers, and institutional backgrounds. We firmly believe that the diversity of research interests and methodological approaches contributes to a deeper understanding of the complex relationships between language, literature, history, culture, and education, while also creating opportunities for new research questions and future collaborative projects.

The conference programme and book of abstracts reflect the thematic diversity and scholarly potential of the research presented. At the same time, they serve as a record of this academic gathering and as a starting point for further reflection, cooperation, and the development of new research initiatives. We would like to express our sincere gratitude to all conference participants, members of the Scientific and Organising Committees, colleagues, and institutions that have contributed to the organisation of this event. We extend our special appreciation to the scholars whose research, ideas, and academic

engagement contribute to the advancement of scholarly dialogue and the strengthening of international cooperation.

The conference brings together 136 authors and co-authors presenting 130 scientific papers, reflecting its international significance and making an important contribution to the dissemination of research findings from the scientific projects “Minority Languages in the Multicultural Space of Vojvodina” and “Interdisciplinary Research on Contemporary Methods and the Application of New Technologies in Education.” By bringing together researchers from diverse academic disciplines and international institutions, the conference contributes to achieving the objectives of both projects, promoting linguistic and cultural diversity, advancing innovative educational approaches, facilitating the exchange of scientific knowledge and research findings, and strengthening interdisciplinary and international academic cooperation.

With the hope that this conference will inspire new academic encounters, fruitful discussions, and lasting academic partnerships, we wish all participants a productive conference.

The Editors
Assoc. Prof. Dr. Ivana Ivanić, Ph.D.
Prof. Dr Virđinija Popović

Novi Sad, November 2026

PROGRAM AND SCIENTIFIC COMMITTEE

Ivana IVANIĆ, Assoc. Prof. Dr., Vice-Dean for Accreditation, Self-Evaluation and Quality Assurance, Faculty of Philosophy, University of Novi Sad, Serbia — Conference Chair

Virginia POPOVIĆ, Prof. Dr., Head of the Department of Romanian Studies, Faculty of Philosophy, University of Novi Sad, Serbia — Conference Coordinator

Elena PRUS, Prof. Dr. Habil., Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector, Free International University of Moldova, Chişinău, Republic of Moldova

Alexandra BARBĂNEAGRĂ, Assoc. Prof. Dr., Rector, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Maia BOROZAN, Prof. Dr. Habil., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Milivoj ALANOVIĆ, Prof. Dr., Dean of the Faculty of Philosophy, University of Novi Sad, Serbia.

Ranka PERIĆ ROMIĆ, Prof. Dr., Dean of the Faculty of Political Sciences, University of Banja Luka, Bosnia and Herzegovina.

Vladan BARTULA, Assoc. Prof. Dr., Dean of the Faculty of Philosophy, University of East Sarajevo, Bosnia and Herzegovina

Biljana MILOŠEVIĆ ŠOŠO, Prof. Dr., Head of the Department of Sociology, Faculty of Philosophy, University of East Sarajevo, Bosnia and Herzegovina

Diana ANTOCI, Prof. Dr. Habil., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Lilia TRINCA, Assoc. Prof. Dr., Dean of the Faculty of Letters Alecu Russo Balti State University, Republic of Moldova

Oxana CHIRA, Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

Gina-Aurora NECULA, Assoc. Prof. Dr., Faculty of Letters, "Dunărea de Jos" University of Galaţi, Romania; Lecturer in Romanian Language, Culture and Civilization, Romanian Language Institute (ILR), Comrat State University, Republic of Moldova

Carolina DODU-SAVCA, Assoc. Prof. Dr., Faculty of Foreign Languages and Literatures, Department of English Philology, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Maria-Ionela NEAGU, Assoc. Prof. Dr., Department of Philology, Petroleum-Gas University of Ploieşti, Romania

Larisa SADOVEI, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Tatiana ŞOVA, Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

Lilia ŢURCAN, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Laura Ioana LEON, Assoc. Prof. Dr., "Grigore T. Popa" University of Medicine and Pharmacy, Iaşi, Romania

Cristina Valentina DAFINOIU, Assoc. Prof. Dr., Ovidius University of Constanţa, Romania

Irina POSTOLACHI-JOSAN, Assoc. Prof. Dr., Department of Intercultural Training, Vice-President and Member of the Board of Directors of SIETAR France (Professional Society for Intercultural Education, Training and Research).

Anastasia SAVA, University Lecturer, Dr., Head of the Department of Romance Philology, Faculty of Foreign Languages and Literatures, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Georgiana CIOBOTARU, Assoc. Prof. Dr., "Dunărea de Jos" University of Galaţi, Romania

Valentina MÎSLIŢCHI, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Aurica BUZENCO, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Arina CHIRILĂ, Associate Teaching Assistant, PhD, "Alexandru Ioan Cuza" University of Iaşi, Romania

Maria-Luiza DUMITRU OANCEA, Assoc. Prof. Dr., University of Bucharest, Romania

ORGANISING COMMITTEE

Ivana IVANIĆ, Assoc. Prof. Dr., Vice-Dean for Accreditation, Self-Evaluation and Quality Assurance, Faculty of Philosophy, University of Novi Sad, Serbia — *President of the Organising Committee*

Virginia POPOVIĆ, Prof. Dr., Head of the Department of Romanian Studies, Faculty of Philosophy, University of Novi Sad, Serbia — *Conference Coordinator*

Elena PRUS, Prof. Dr. Habil., Corresponding Member of the Academy of Sciences of Moldova, Vice-Rector, Free International University of Moldova, Chişinău, Republic of Moldova

Lilia TRINCA, Assoc. Prof. Dr., Dean of the Faculty of Letters Alecu Russo Balti State University, Republic of Moldova

Oxana CHIRA, Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

Gina-Aurora NECULA, Assoc. Prof. Dr., Lecturer in Romanian Language, Culture and Civilization, Romanian Language Institute (ILR), Comrat State University, Republic of Moldova

Carolina DODU-SAVCA, Assoc. Prof. Dr., Faculty of Foreign Languages and Literatures, Department of English Philology, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Maria-Ionela NEAGU, Assoc. Prof. Dr., Department of Philology, Petroleum-Gas University of Ploieşti, Romania

Georgiana CIOBOTARU, Assoc. Prof. Dr., "Dunărea de Jos" University of Galaţi, Romania

Maria-Lucreţia CAZAC, Assistant Lecturer, PhD, "Grigore T. Popa" University of Medicine and Pharmacy, Iaşi, Romania

Ema DURIĆ, Research Assistant, PhD Student, Faculty of Philosophy, University of Novi Sad, Serbia

Frozina VALEK, PhD Student, Faculty of Philosophy, University of Novi Sad, Serbia

Arina CHIRILĂ, Associate Teaching Assistant, PhD, "Alexandru Ioan Cuza" University of Iaşi, Romania

ПАРТНЕРСКЕ ИНСТИТУЦИЈЕ

- Слободни међународни универзитет Молдавије, Кишињев, Република Молдавија
- Универзитет у Источном Сарајеву, Филозофски факултет, Босна и Херцеговина
- Државни педагошки универзитет „Јон Креанга", Кишињев, Република Молдавија
- Државни универзитет „Алеку Русо", Балци, Република Молдавија
- Универзитет „Овидијус", Констанца, Румунија
- Универзитет „Доње Подунавље", Галац, Румунија
- Универзитет „Александру Јоан Куза", Јаши, Румунија
- Универзитет у Букурешту, Румунија
- Универзитет за медицину и фармацију „Григоре Т. Попа", Јаши, Румунија
- Хришћански универзитет „Димитрије Кантемир", Букурешт, Румунија
- Лекторат за румунски језик, културу и цивилизацију Института за румунски језик (Букурешт) при Државном универзитету у Комрату, Република Молдавија
- Одсек за интеркултурну обуку, SIETAR Француска (Друштво за интеркултурно образовање, обуку и истраживање), Париз, Француска.

PARTNER INSTITUTIONS

- Free International University of Moldova, Chişinău, Republic of Moldova
- University of East Sarajevo, Faculty of Philosophy, Bosnia and Herzegovina
- "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova
- Alecu Russo Balti State University, Republic of Moldova
- Ovidius University of Constanţa, Romania
- "Dunărea de Jos" University of Galaţi, Romania
- "Alexandru Ioan Cuza" University of Iaşi, Romania
- University of Bucharest, Romania
- "Grigore T. Popa" University of Medicine and Pharmacy, Iaşi, Romania
- "Dimitrie Cantemir" Christian University, Bucharest, Romania
- Romanian Language, Culture and Civilization Lectureship of the Romanian Language Institute (Bucharest) at Comrat State University, Republic of Moldova
- Department of Intercultural Training, SIETAR France (Society for Intercultural Education, Training and Research), Paris, France

ПРОГРАМ КОНФЕРЕНЦИЈЕ

3–5. новембра 2026. године

УТОРАК | 3. новембар 2026.

15.00 часова – Свечано отварање изложбе слика
Хол Филозофског факултета Универзитета у Новом Саду

СРЕДА | 4. новембар 2026.

13.00 часова – Свечано отварање конференције
Филозофски факултет Универзитета у Новом Саду, сала 114
13.15 часова – Пленарна предавања
14.00 часова – Рад по секцијама
16.30 часова – Пауза за ручак
18.00 часова – Монодрама „Inimioare pentru cățeluși”

ЧЕТВРТАК | 5. новембар 2026.

Рад по секцијама (онлајн)

CONFERENCE PROGRAMME

3–5 November 2026

TUESDAY | 3 November 2026

3:00 PM – Official Opening of the Painting Exhibition
Lobby of the Faculty of Philosophy, University of Novi Sad

WEDNESDAY | 4 November 2026

1:00 PM – Official Opening of the Conference
Faculty of Philosophy, University of Novi Sad, Room 114
1:15 PM – Plenary Lectures
2:00 PM – Parallel Sessions
4:30 PM – Lunch Break
6:00 PM – Monodrama “Inimioare pentru cățeluși”

THURSDAY | 5 November 2026

Parallel Sessions (Online)

УТОРАК | 3. новембар 2026.

15.00 часова – Свечано отварање изложбе слика

Изложба радова Удружења „PREZENT ART" из Темишвара и сликарске групе „ARMONII CROMATICE" из Бузјаша (Румунија).

Изложба се организује поводом обележавања **45 година од оснивања Одсека за румунистику у Новом Саду** и **65 година од оснивања Друштва за румунски језик у Војводини**.

На изложби ће бити представљени радови настали у оквиру Српско-румунске културне лепезе и ликовних колонија на Вршачком брегу, које је Друштво за румунски језик у Војводини организовало током протекле три године.

Модератор: Проф. др Вирџинија Поповић, шеф Одсека за румунистику Филозофског факултета Универзитета у Новом Саду

Место одржавања: Хол Филозофског факултета Универзитета у Новом Саду

TUESDAY | 3 November 2026

3:00 PM – Official Opening of the Painting Exhibition

An exhibition featuring works by members of the "PREZENT ART" Association from Timişoara and the "ARMONII CROMATICE" Painting Group from Buziaş, Romania. The exhibition is organised to commemorate **the 45th anniversary of the founding of the Department of Romanian Studies in Novi Sad** and **the 65th anniversary of the founding of the Romanian Language Society of Vojvodina**.

The exhibition will showcase artworks created as part of the Serbian–Romanian Cultural Kaleidoscope and the art colonies held in the Vršac Hills, organised by the Romanian Language Society of Vojvodina over the past three years.

Moderator: Prof. Dr. Virginia POPOVIĆ, Head of the Department of Romanian Studies, Faculty of Philosophy, University of Novi Sad

Venue: Lobby of the Faculty of Philosophy, University of Novi Sad

СРЕДА | 4. НОВЕМБАР 2026. | WEDNESDAY 4 NOVEMBER 2026

Сала 114 | Room 114

13.00 – СВЕЧАНО ОТВАРАЊЕ КОНФЕРЕНЦИЈЕ

13:00 – OPENING CEREMONY

Филозофски факултет Универзитета у Новом Саду

Faculty of Philosophy, University of Novi Sad

Модератор: проф. др Ивана ИВАНИЋ | Moderator: Prof. Dr. Ivana IVANIĆ

Chair of the Organising Committee

13.15 – ПЛЕНАРНА ПРЕДАВАЊА

13:15 – PLENARY LECTURES

Проф. др Растислав СТОЈСАВЉЕВИЋ / Prof. Dr. Rastislav STOJSAVLJEVIĆ

Природно-математички факултет Универзитета у Новом Саду, Србија

Faculty of Sciences, University of Novi Sad, Serbia

Флуидне границе Балкана: како историја и култура обликују савремене регије

Fluid Borders of the Balkans: How History and Culture Shape Contemporary Regions

---

Проф. др Симона Алина Зора СТАНКОВИЋ / Prof. Dr. Simona Alina Zora STANKOVICI

Универзитет „Бабеш–Бољај”, Универзитетски центар у Решици, Румунија

Babeș-Bolyai University, Reșița University Centre, Romania

Образовање као темељни пут ка културном наслеђу

Education: The Fundamental Pathway to Cultural Heritage

СРЕДА, 4. НОВЕМБАР 2026. | WEDNESDAY, 4 NOVEMBER 2026

Сала 114 | Room 114

14.00 ЧАСОВА | 14:00

СЕКЦИЈА I | SESSION I

ЈЕЗИК, КЊИЖЕВНОСТ, ИСТОРИЈА И КУЛТУРНИ ИДЕНТИТЕТИ

LANGUAGE, LITERATURE, HISTORY AND CULTURAL IDENTITIES

Модератор: проф. др Вирџинија ПОПОВИЋ | Moderator: Prof. Dr. Virginia POPOVIĆ

Харгита ХОРВАТ ФУТО (HORVÁTH FUTÓ HARGITA)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Csuka Zoltán kritikai munkássága a két világháború között a vajdasági lapokban és az aradi Genius folyóiratban

---

Ана МАКИШОВА (Ana MAKIŠOVA)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Lexikálne medzery v slovenčine vo vojvodinskom prostredí

Миливој АЛАНОВИЋ (Milivoj ALANOVIĆ)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Каузативна дијатеза у српскоме језику

Жана ГАВРИЛОВИЋ, Владан БАРТУЛА (Žana GAVRILOVIĆ, Vladan BARTULA)

Универзитет у Источном Сарајеву, Филозофски факултет,
Босна и Херцеговина
University of East Sarajevo, Faculty of Philosophy, Bosnia and Herzegovina

Текстуална метода у транслатолошкој интертекстуалности

Гордана ШТАСНИ (Gordana ŠTASNI)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Лингвостилистичка анализа соматизама у Есхиловом Окованом Прометеју

Вирџинија ПОПОВИЋ (Virginia POPOVIĆ)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Clocotrismul și neoavangarda româno-sârbă: Adam Puslojić, Mariana Dan și poetica experimentului artistic și a identității culturale

---

Драгана ЋОРИЋ (Dragana ĆORIĆ)

Универзитет у Новом Саду, Правни факултет, Србија
University of Novi Sad, Faculty of Law, Serbia

The Significance of the Law and Literature Movement

Иван (игуман Јустин) СТОЈАНОВИЋ (Ivan STOJANOVIĆ)

Универзитет у Новом Саду, Филозофски факултет;
Српска православна епархија сремска, Србија
University of Novi Sad, Faculty of Philosophy; Serbian Orthodox Eparchy of Srem, Serbia

Слободан Костић (1884–1956) као свештеник и просветни делатник у културном животу Срба у Румунији

Гордана ШТРБАЦ, Ивана ИВАНИЋ (Gordana ŠTRBAC, Ivana IVANIĆ)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Лингвокултуролошки приступ у истраживањима ономатопејске лексике

Фрозина ВАЛЕК (Frozina VALEK)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Мара Јоана Славића на граници Ердеља и Баната и домети њеног превода на српски језик

Виктор ЈЕРЕМИЋ (Viktor JEREMIĆ)

Мастер историчар, Нови Сад
MA in History, Novi Sad, Serbia

Петар Кочић и критика аустроугарске управе у Босни и Херцеговини почетком XX века

СРЕДА, 4. НОВЕМБАР 2026. | WEDNESDAY, 4 NOVEMBER 2026

Сала 121 | Room 122

14.00 ЧАСОВА | 14:00

СЕКЦИЈА II | SESSION II

ОБРАЗОВАЊЕ, МЕДИЈИ, ДИГИТАЛНЕ ТЕХНОЛОГИЈЕ И САВРЕМЕНИ ДРУШТВЕНИ И КУЛТУРНИ ИЗАЗОВИ

EDUCATION, MEDIA, DIGITAL TECHNOLOGIES AND CONTEMPORARY SOCIAL AND CULTURAL CHALLENGES

Модератор: проф. др Биљана МИЛОШЕВИЋ ШОШО | Moderator: Prof. Dr. Biljana MILOŠEVIĆ ŠOŠO

Владан ВИДИЦКИ (Vladan VIDICKI)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Интернационализација високог образовања кроз међународну мобилност студената: идентитетске промене и изазови интеркултуралне интеграције

Дејан ПРАЛИЦА (Dejan PRALICA)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Између естетике и едукације: Четири деценије емисије „Спектар” као културно-образовног магазина Радио Новог Сада

Јасмина ПЕКИЋ (Jasmina REKIĆ)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Вештачка интелигенција као подршка учењу у доменима даровитости: студија случаја ученика даровитог за историју и географију

Биљана МИЛОШЕВИЋ ШОШО (Biljana MILOŠEVIĆ ŠOŠO)

Универзитет у Источном Сарајеву, Филозофски факултет,
Босна и Херцеговина
University of East Sarajevo, Faculty of Philosophy, Bosnia and Herzegovina

Дигитална мржња као друштвени феномен: стигма, идентитет и култура искључивања

Огњен КУРТЕШ, Владан БАРТУЛА, Вук ВУЧЕТИЋ (Ognjen KURTEŠ, Vladan BARTULA, Vuk VUČETIĆ)

Универзитет у Источном Сарајеву, Филозофски факултет,
Босна и Херцеговина
University of East Sarajevo, Faculty of Philosophy, Bosnia and Herzegovina

Од предавања до дијалога: драмска педагогија као модел интерактивне универзитетске наставе

Ранка ПЕРИЋ РОМИЋ, Мирјана ДАМЈЕНИЋ БРАТИЋ (Ranka PERIĆ ROMIĆ, Mirjana DAMJENIĆ BRATIĆ)

Универзитет у Бањој Луци, Факултет политичких наука,
Босна и Херцеговина
University of Banja Luka, Faculty of Political Sciences, Bosnia and Herzegovina

Nove tehnologije u studiranju: studentske procjene razvojne i supstitutivne uloge

Горан МИЛАШИН (Goran MILAŠIN)

Универзитет у Бањој Луци, Филолошки факултет, Босна и Херцеговина
University of Banja Luka, Faculty of Philology, Bosnia and Herzegovina

Настава стилистике и стилистичка истраживања у (пост)дигиталној ери

Ивана ИВАНИЋ (Ivana IVANIĆ)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Вештачка интелигенција у образовању: нове методе, дигиталне технологије и перспективе развоја

Михаела ЛАЗОВИЋ (Mihaela LAZOVIĆ)

Академија струковних студија Београд, Србија
Academy of Applied Studies Belgrade, Serbia

Between Global Language and Local Culture: Linguistic Recontextualisation of Culture in Serbian and Romanian Cultural Event Names

Ема ДУРИЋ (Ema DURIĆ)

Универзитет у Новом Саду, Филозофски факултет, Србија
University of Novi Sad, Faculty of Philosophy, Serbia

Romanian as a Foreign Language Instruction: Weaving Cultural Context into the Serbian Setting

---

Михаела МАРТИН, Алина СТАНКОВИЋ, Клаудија ПАУ, Дијана ТАНАСЕ, Николета ОДИНА (Mihaela MARTIN, Alina STANCOVICI, Claudia PAU, Diana TĂNASE, Nicoleta ODINĂ)

Универзитет „Бабеш–Бољај”, Румунија
Babeș-Bolyai University, Romania

Interdisciplinary Dimensions of e-Government in the European Union

---

СРЕДА, 4. НОВЕМБАР 2026. | WEDNESDAY, 4 NOVEMBER 2026

Кино сала Филозофског факултета у Новом Саду
Cinema Hall, Faculty of Philosophy, University of Novi Sad

18.00 ЧАСОВА | 18:00

МОНОДРАМА „СРЦУЛЕНЦА ЗА КУЦЕ”

MONODRAMA “LITTLE HEARTS FOR PUPPIES”

Режија / Directed by: Елена ИВАНКА / Elena IVANCA

Главна улога / Starring: Отилија ПЕСКАРИЈУ / Otilia PESCARIU

Представа се изводи на румунском језику, уз превод на српски језик.
The performance will be held in Romanian, with Serbian translation.

Модератор: проф. др Вирџинија ПОПОВИЋ | Moderator: Prof. Dr. Virginia POPOVIĆ

5. НОВЕМБАР 2026. | WEDNESDAY, 5 NOVEMBER 2026

Онлајн учешће | Online Participation

14.00 ЧАСОВА | 14:00

ПАРАЛЕЛНИ НАУЧНИ ПАНЕЛИ | PARALLEL SCIENTIFIC PANELS

- НАУЧНИ ПАНЕЛ 1 | SCIENTIFIC PANEL 1
- НАУЧНИ ПАНЕЛ 2 | SCIENTIFIC PANEL 2
- НАУЧНИ ПАНЕЛ 3 | SCIENTIFIC PANEL 3
- НАУЧНИ ПАНЕЛ 4 | SCIENTIFIC PANEL 4

НАУЧНИ ПАНЕЛ I | SCIENTIFIC PANEL 1

THURSDAY | 5 NOVEMBER 2026

14:00–15:00 | PLENARY SESSION

LITERATURE AND CULTURAL IDENTITIES: GEOGRAPHIES OF EXPERIENCE, MEMORY, AND RESISTANCE

Moderator: Elena TARAGAN, Moldova State University, Republic of Moldova

Google Meet: https://meet.google.com/uor-beef-xza

PLENARY SESSION

1. Elena PRUS

Corresponding Member of the Academy of Sciences of Moldova, Prof. Dr. Habil., Free International University of Moldova (ULIM), Republic of Moldova

THE SEARCH FOR THE EXTRAORDINARY THROUGH THE LENS OF SPATIOTEMPORAL NOMADISM IN THE NOVEL "FLIGHTS" OF OLGA TOKARCZUK

2. Tatiana CIOCOI

Assoc. Prof. Dr. Habil., Moldova State University, Republic of Moldova

DAVID WAGNER: PSIHOGEOGRAFIA MARILOR ORAŞE. BERLIN ŞI BUCUREŞTI

15:00–17:00 | SESSION I

THE INDIVIDUAL IN LITERATURE AND APPLIED PERSPECTIVES IN LINGUISTICS

Moderator: Ecaterina NICULCEA, University Lecturer, PhD, Alecu Russo Balti State University, Republic of Moldova

Google Meet: https://meet.google.com/cgn-pgoa-fug

1. Ecaterina NICULCEA

University Lecturer, PhD, Alecu Russo Balti State University, Republic of Moldova

DER UNENDLICHE KREISLAUF UND DIE MÖGLICHKEITEN SEINER ÜBERWINDUNG IN DEN DYSTOPIEN „ADIO EUROPA“ VON ION D. SÎRBU UND „DIE WÖLFE VON PRIPJAT“ VON CORDULA SIMON

2. Elena TARAGAN

PhD Student, Moldova State University, Republic of Moldova

CONCEPTUL DE VINĂ ÎN PIESA „MACBETH“ DE WILLIAM SHAKESPEARE

3. Sergiu MARIAN

PhD Student, Moldova State University, Republic of Moldova

RAPORTUL DINTRE INDIVID ŞI SOCIETATE ÎN MODERNITATEA INTERBELICĂ: O PERSPECTIVĂ ASUPRA ROMANULUI „PROCESUL" DE FRANZ KAFKA

4. Ecaterina CORNEA

PhD Student, Free International University of Moldova (ULIM), Republic of Moldova

WRITING AS A REFUGE FROM TOTALITARIAN CHAOS IN HERTA MÜLLER'S PROSE

5. Paul Matei Christian BOTEZ

Assistant Professor, "Grigore T. Popa" University of Medicine and Pharmacy, Iași, Romania

TEACHING EMPATHIC COMMUNICATION IN MEDICAL ENGLISH

6. Ivan KAZAKOV

Independent Researcher

PROVOCĂRILE ÎN PREDAREA ASPECTELOR FONETICE ALE LIMBII ROMÂNE PENTRU VORBITORII DE LIMBA RUSĂ

7. Eugenia ROTARU

English Language Teacher, LINGUATA Language School, Republic of Moldova

THE USAGE OF THE LINGUISTIC CORPORA IN TEACHING FOREIGN LANGUAGES

15:00–17:00 | SESSION II

PLURILINGUAL MEDIATION AND DIGITAL INNOVATION IN PROFESSIONAL COMMUNICATION

Moderator: Carolina DODU-SAVCA, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Google Meet: https://meet.google.com/vzi-mxhm-ykq

1. Carolina DODU-SAVCA

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

DUAL FOCUS ON LITERARY CULTURE AND LANGUAGE LEARNING IN MASTER SYLLABI FOR FOREIGN LANGUAGE TEACHERS

2. Anastasia SAVA

University Lecturer, PhD, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

INTEGRAREA STRATEGIILOR EURISTICE ÎN CLIL PENTRU DEZVOLTAREA COMPETENȚEI DE COMUNICARE INTERCULTURALĂ

3. Natalia AVORNICESĂ

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

LE LEXIQUE DU FRANÇAIS CONTEMPORAIN DANS LE ROMAN ACTUEL : CRÉATIVITÉ LINGUISTIQUE, REPRÉSENTATIONS SOCIOCULTURELLES ET ENJEUX DIDACTIQUES

4. Uliana CULEA

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

PROIECTAREA SARCINILOR CLIL PENTRU MEDIEREA INTERCULTURALĂ ÎN FORMAREA INIȚIALĂ A PROFESORILOR DE LIMBI STRĂINE

5. Veronica BOLDUMA

University Assistant, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

TEHNOLOGII EMERGENTE ŞI EDUCAȚIE PLURILINGVĂ: NOI DIRECȚII DE CERCETARE ŞI PRACTICĂ DIDACTICĂ

6. Robert WILLIAMS

Director, News247WorldPress, United Kingdom

MEDIA LITERACY AND AI-GENERATED CONTENT: CHALLENGES FOR INTERCULTURAL EDUCATION IN THE DIGITAL AGE

7. Felicia BANU

Assoc. Prof. Dr., Comrat State University, Republic of Moldova

THE SEMANTICS OF SILENCE: ELLIPSIS, IMPLICATION, AND UNSPOKEN MEANING IN LITERARY DISCOURSE

15:00–17:00 | SESSION III

CURRENT TRENDS IN FOREIGN LANGUAGE DIDACTICS AND PROFESSIONAL COMMUNICATION

Moderator: Lilia PORUBIN, University Lecturer, PhD, Technical University of Moldova, Chișinău, Republic of Moldova

Google Meet: https://meet.google.com/ntk-bgtc-itd

1. Lilia PORUBIN

University Lecturer, PhD, Technical University of Moldova, Chișinău, Republic of Moldova

TEACHING ENGLISH FOR ENGINEERING AND CAMBRIDGE EXAM PREPARATION: SYNERGIES, CHALLENGES, AND GOOD PRACTICES

2. Svetlana BUREA

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

RETHINKING TEACHING PRACTICES IN CULTURALLY DIVERSE CLASSROOMS

3. Lucia ŞCHIOPU

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

EFL WRITING AS A COGNITIVE, COMMUNICATIVE, AND TECHNOLOGY-MEDIATED SKILL

4. Ana COZARI

Assoc. Prof. Dr., Technical University of Moldova, Chişinău, Republic of Moldova

ÎNVĂȚAREA CONTEXTUALIZATĂ A TERMINOLOGIEI MEDICAL-VETERINARE ÎN PROCESUL DE PREDARE A LIMBII ROMÂNE CA LIMBĂ NEMATERNĂ

5. Laura Ioana LEON

Assoc. Prof. Dr., "Grigore T. Popa" University of Medicine and Pharmacy, Iaşi, Romania

THE ROLE OF STORYTELLING IN UNDERSTANDING HUMAN EXPERIENCE IN MEDICAL EDUCATION

6. Maria-Luiza OANCEA

Assoc. Prof. Dr., University of Bucharest, Romania

FROM HEARING TO UNDERSTANDING: EVAGRIUS PONTICUS ON THE TRANSMISSION OF KNOWLEDGE AND THE FORMATION OF THE LEARNER

НАУЧНИ ПАНЕЛ II | SCIENTIFIC PANEL II

THURSDAY | 5 NOVEMBER 2026

14:00–15:00 | PLENARY SESSION

EDUCATION, CULTURE AND IDENTITY IN A CHANGING WORLD: INTERDISCIPLINARY PERSPECTIVES, EMOTIONAL COMPETENCE AND INNOVATION

Moderator: Valeria BUZENCO, PhD, University Lecturer, University of European Political and Economic Studies "Constantin Stere" (USEM), Republic of Moldova

Google Meet: https://meet.google.com/tve-cayk-qgb

PLENARY SESSION

1. Svetlana TALPĂ

Assoc. Prof. PhD, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

THE EMOTIONAL CULTURE OF DANCE TEACHERS IN TRAINING: AN INTERDISCIPLINARY APPROACH AT THE INTERSECTION OF LANGUAGE, CULTURE AND NEW TECHNOLOGIES IN EDUCATION

2. Viorica OALĂ

PhD, University Assistant, "Nicolae Testemițanu" State University of Medicine and Pharmacy, Republic of Moldova

THE FORMATIVE ROLE OF STUDENTS' EMPATHY IN FOSTERING EMOTIONAL CULTURE IN THE DIGITAL AGE

15:00–17:00 **SESSION I**

THE CULTURE OF EDUCATIONAL INNOVATION: CONTEMPORARY TRENDS, PARADIGMS, AND METHODOLOGIES

Moderator: Lilia ȚURCAN, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

Google Meet: https://meet.google.com/tve-cayk-qgb

1. Maia BOROZAN, Diana ANTOCI

Prof. Dr. Habil., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

DIMENSIONS OF THE UNIVERSITY INNOVATION CULTURE FROM THE PERSPECTIVE OF SUSTAINABLE EDUCATION CHALLENGES.

2. Larisa SADOVEI, Maia BOROZAN

"Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

UNIVERSITY ORGANIZATIONAL CULTURE: COMMUNICATION, VALUES, AND MANAGERIAL PRACTICES

3. Maia BOROZAN, Lilia ȚURCAN

Maia BOROZAN, Prof. Dr. Habil.; Lilia ȚURCAN, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

A CONCEPTUAL MODEL FOR IMPLEMENTING PEDAGOGICAL INNOVATION IN GENERAL EDUCATION: INTEGRATING ACTION RESEARCH, PROFESSIONAL REFLECTION, AND IMPACT EVALUATION

4. Aurica BUZENCO

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

EMOTIONAL INTELLIGENCE AND INTERPERSONAL COMMUNICATION IN PRE-ADOLESCENTS: VALUE BENCHMARKS IN THE CONTEXT OF INTERCULTURALITY

5. Valeria BUZENCO

PhD, University Lecturer, University of European Political and Economic Studies “Constantin Stere” (USEM), Republic of Moldova

THE VALUE OF EMOTIONAL INTELLIGENCE IN THE SOCIAL COMMUNICATION OF ADOLESCENTS

6. Viorica OALĂ

PhD, University Assistant, “Nicolae Testemiţanu” State University of Medicine and Pharmacy, Republic of Moldova

THE FORMATIVE ROLE OF STUDENTS’ EMPATHY IN FOSTERING EMOTIONAL CULTURE IN THE DIGITAL AGE

7. Olesea BUCUCI

University Assistant, PhD Candidate, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

SAYING NO, EXPRESSING VALUES: EVALUATIVE NEGATION IN CONTEMPORARY ENGLISH AND ROMANIAN MEDIA DISCOURSE

8. Mariana CHIHAE

PhD Student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

CULTURAL AND PSYCHOSOCIAL DIMENSIONS OF WELL-BEING AMONG SOCIAL CARE WORKERS

15:00–17:00 **SESSION II**

IDENTITY, DIVERSITY, AND INTERCULTURAL DIALOGUE

Moderator: Dorina PUTINĂ, PhD, University Lecturer, Alecu Russo Balti State University, Republic of Moldova

Google Meet: https://meet.google.com/mfg-ncws-hdi

1. Tatiana ŞOVA

Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

SCHOOL ADAPTATION OF PRIMARY SCHOOL STUDENTS IN INTERCULTURAL CONTEXTS

2. Veronica RUSOV

PhD, University Lecturer Alecu Russo Balti State University, Republic of Moldova

REFLECTIVE PRACTICES IN DEVELOPING INTERCULTURAL COMPETENCE IN FUTURE TEACHERS

3. Dorina PUTINĂ

PhD, University Lecturer, Alecu Russo Balti State University, Republic of Moldova

THE USE OF AI-BASED CHATBOTS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN ROMANIAN AS A FOREIGN/NON-NATIVE LANGUAGE

4. Doina COROBCEAN

PhD, University Lecturer, Alecu Russo Balti State University, Republic of Moldova

THE USE OF AI-BASED CHATBOTS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN ROMANIAN AS A FOREIGN/NON-NATIVE LANGUAGE

5. Natalia CAZACU

PhD Student, Doctoral School of Educational Sciences, “Ion Creangă” State Pedagogical University of Chişinău; Assistant Lecturer, Alecu Russo Balti State University

DEVELOPING EMOTIONAL LANGUAGE IN PRIMARY SCHOOL STUDENTS THROUGH STORIES FROM DIFFERENT CULTURES

6. Cristina MARINOVSCHI

University Assistant, Alecu Russo Balti State University, Republic of Moldova

THE REFLECTIVE EARLY CHILDHOOD TEACHER AS AN INTERCULTURAL MEDIATOR OF FOLK TRADITIONS.

7. Patricia Antonela CÎRDEI

PhD Student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

PERSONAL NARRATIVE AS A RESOURCE FOR PEDAGOGICAL COUNSELLING IN MANAGING ASSESSMENT-RELATED STRESS AMONG ADOLESCENTS

8. Luiza Lenuța AXINTE

PhD Student, “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

DEVELOPING INTERCULTURAL COMPETENCES THROUGH THE EDUCATIONAL USE OF FOLK CULTURE IN PRIMARY EDUCATION

9. Elena TSYMBALYUK

Assoc. Prof. Dr., “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

INTERCULTURAL DIALOGUE IN EARLY CHILDHOOD EDUCATION: FROM RECOGNIZING DIFFERENCES TO SHARED EXPERIENCES

15:00–17:00 **SESSION III**

VALUES, IDENTITY AND CONTEMPORARY PERSPECTIVES IN EDUCATION

Moderator: Diana ANTOCI, Prof. Dr. Habil., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

Google Meet: https://meet.google.com/vmt-ubpy-ggy

1. Aurelia ALEXE

PhD Student, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

FUNCTIONAL PARENTING AFTER DIVORCE BETWEEN IDENTITY, CULTURAL VALUES AND SOCIAL REPRESENTATIONS OF THE FAMILY: AN INTERCULTURAL PERSPECTIVE

2. Simona-Luiza GRIGORE

PhD Student, Doctoral School of Educational Sciences, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

FOSTERING UNIVERSAL HUMAN VALUES IN EARLY CHILDHOOD EDUCATION THROUGH STORIES

3. Alexandra Adriana MARINA

PhD Student, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

PSYCHOLOGICAL VULNERABILITY AND STRESS ADAPTATION IN THE MILITARY ENVIRONMENT: THE INFLUENCE OF CULTURAL FACTORS ON PSYCHOLOGICAL RESILIENCE

4. Coralia PALADE

"Carol I" National Pedagogical College, Romania

„EDUCAȚIA AXIOLOGICĂ ȘI NOILE EDUCAȚII CA INSTRUMENTE ALE MATURITĂȚII SOCIALE: PERSPECTIVE DE MANAGEMENT PEDAGOGIC ÎN LICEU"

5. Gabriela ȘTEFLIUC

PhD Student, Doctoral School of Psychology and Social Assistance, "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

RUMINATION AND POSITIVE REAPPRAISAL AS COGNITIVE EMOTION REGULATION STRATEGIES: IMPLICATIONS FOR PSYCHOSOCIAL ADAPTATION IN YOUNG ADULTS

6. Teodora ȘOOȘ

PhD Student, Ovidius University of Constanța, Romania

DREAM AS A FORM OF RESISTANCE

7. Cornelia-Victoria ANGHEL-DRUGARIN

University Lecturer, PhD, Engineer, Babeș-Bolyai University, Cluj-Napoca, Romania

PEDAGOGICAL FRAMEWORKS FOR THE INSTITUTIONAL ADOPTION OF EMERGING DIGITAL TECHNOLOGIES IN HIGHER EDUCATION

15:00–17:00 **SESSION IV**

INTERCULTURAL DIALOGUE, LANGUAGE AND COMMUNICATION IN CONTEMPORARY EDUCATION

Moderator: Valentina MÎSLIȚCHI, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

Google Meet: https://meet.google.com/vmt-ubpy-ggy

1. Silvia GOLUBIȚCHI

Prof. Dr. Habil., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

METHODOLOGICAL ASPECTS OF TEACHING MORPHOLOGY IN PRIMARY GRADES

2. Tatiana LAŞCU

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

INTEGRATING CULTURAL PERSPECTIVES INTO ENGLISH LANGUAGE TEACHING THROUGH INTERDISCIPLINARY APPROACHES

3. Viorelia LUNGU

Associate Professor, Technical University of Moldova, Republic of Moldova

INTERCULTURAL EDUCATION AS A PREREQUISITE FOR THE DEVELOPMENT OF COMMUNICATION SKILLS IN CONTEMPORARY SOCIETY

4. Alina MARDARI

PhD Student, University Lecturer, "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

CONTEXT-AWARENESS AND CONTEXTUALIZATION: COMPLEMENTARY DIMENSIONS OF CONTEXTUAL LEARNING IN DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE

5. Valentina MÎSLIȚCHI

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT FROM THE PERSPECTIVE OF REALISING THE DESIDERATA OF INTERCULTURAL EDUCATION

6. Ionela Andreea NAE, Valentina MÎSLIȚCHI

Ionela Andreea NAE, PhD Student; Valentina MÎSLIȚCHI, Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

DEVELOPING COMMUNICATION COMPETENCE IN PRESCHOOL CHILDREN: THEORETICAL FOUNDATIONS AND PSYCHOPEDAGOGICAL IMPLICATIONS

7. Inna COLENCIUC

PhD, Head of the Department of Foreign Languages, Free International University of Moldova (ULIM), Republic of Moldova

THE LANGUAGE OF MONEY: A CONTRASTIVE STUDY OF INFORMAL VOCABULARY IN ENGLISH, ROMANIAN AND RUSSIAN

8. Gabriella TOPOR

Assoc. Prof. Dr., "Ion Creangă" State Pedagogical University of Chişinău, Republic of Moldova

THE STUDY OF RUSSIAN LITERARY WORKS IN THE CONTEXT OF THE DIALOGUE OF CULTURES WITHIN THE SCHOOL CURRICULUM

НАУЧНИ ПАНЕЛ III | SCIENTIFIC PANEL III

THURSDAY | 5 NOVEMBER 2026

10:00–11:00 | PLENARY SESSION (Bucharest Time)

LANGUAGE, CULTURE AND EDUCATION: INTERCULTURAL COMMUNICATION AND INNOVATIVE APPROACHES TO LEARNING

Moderator: Adina Oana NICOLAE, Assoc. Prof. Dr., Petroleum-Gas University of Ploiești, Romania

Google Meet: https://meet.google.com/kgy-oams-szp

PLENARY SESSION

1. Maria-Ionela NEAGU

Assoc. Prof. Dr., Romania

CULTURAL PROJECTIONS OF LANGUAGE LEARNING VIA LEGO® SERIOUS PLAY®

2. Gina Aurora NECULA

Assoc. Prof. Dr., Romanian Language Institute, Bucharest, Romania; Comrat State University, Republic of Moldova

WHEN LANGUAGES BECOME BORDERS: IDENTITY, POWER, AND INTERCULTURAL COMMUNICATION

11:00–14:00 | **SESSION I**

LANGUAGE, LITERATURE AND CULTURE

Moderator: Adina Oana NICOLAE, Assoc. Prof. Dr., Petroleum-Gas University of Ploiești, Romania

Google Meet: https://meet.google.com/kgy-oams-szp

1. Adina Oana NICOLAE

Assoc. Prof. Dr., Petroleum-Gas University of Ploieşti, Romania

TEACHING ENGLISH FOR BUSINESS AND ECONOMICS TO DISTANCE-LEARNING STUDENTS: CHALLENGES AND OPPORTUNITIES

2. Maria-Crina HERȚEG

Assoc. Prof. Dr., "1 Decembrie 1918" University of Alba Iulia, Romania

CONCEPTUAL METAPHORS IN BUSINESS JOURNALESE. A CORPUS-BASED ANALYSIS

3. Cristina Maria GAFU

Associate Professor, Petroleum-Gas University of Ploieşti, Romania

EXPLORING ADVANTAGES/DISADVANTAGES OF ARTIFICIAL INTELLIGENCE IN TEACHING ROMANIAN CULTURE AND CIVILISATION COURSE WITHIN MULTICULTURAL CLASSES

4. Irina BELCEA

Petroleum-Gas University of Ploieşti, Romania

LES MISERABLES: FROM TEXT TO SCREEN

5. Laura DRĂGHICI

Assistant Professor and PhD Candidate, Petroleum-Gas University of Ploieşti / Ovidius University of Constanţa, Romania

THE DISPUTES BETWEEN THE JUNIMISTS AND THE CONSERVATIVES. METHODS OF CONSTRUCTING POLITICAL DISCOURSE

6. Loredana-Nicoleta ILIE

Lecturer, PhD, Romanian Language, Culture and Civilization Lectureship, Romanian Language Institute, Bucharest; Sofia University "St. Kliment Ohridski", Bulgaria; Petroleum-Gas University of Ploiești, Romania

TEACHING LITERATURE IN THE AGE OF LARGE LANGUAGE MODELS: CRITICAL THINKING THROUGH CARAGIALE AND IONESCO

11:00–14:00 | **SESSION II**

TEACHING STRATEGIES IN THE ENGLISH CLASS

Moderator: Maria-Crina HERȚEG, Assoc. Prof. Dr., "1 Decembrie 1918" University of Alba Iulia, Romania

Google Meet: https://meet.google.com/kgyzx-oams-szp

1. Liliana VĂDUVA

English Teacher, Lower Secondary School, Poienarii Burchii, Prahova County, Romania

A GENRE-BASED APPROACH TO DEVELOPING WRITING SKILLS

2. Anca PURICE

ESL Teacher, "Nicolae Grigorescu" National College, Câmpina, Romania

PROXIMIZATION TECHNIQUES IN TEACHING ENGLISH

3. Elena BOBULEȚ

Teacher, Lower Secondary School No. 11, Buzău, Romania

THE EXBODIED MIND IN THE ENGLISH CLASS

4. Nicoleta ALBU

Teacher, Lower Secondary School, Haleș, Tisău, Buzău County, Romania

HEARTS AND MINDS: INTEGRATING EMOTIONAL INTELLIGENCE INTO ENGLISH CLASSES

5. Ghiță Anca SÎNZIANA

English Teacher, School No. 125, Bucharest, Romania

DEVELOPING INTERACTION SKILLS IN A1 STUDENTS

6. Stănescu IULIANA

English Teacher, "Nicolae Iorga" Lower Secondary School, Romania

PLURICULTURAL SELF AND OTHER IN THE ENGLISH CLASS

7. Andreea Mădălina COSMA

English Teacher, "Nichita Stănescu" National College, Romania

NAVIGATING ENGLISH LANGUAGE LEARNERS' MOTIVATIONAL DECLINE IN TRANSITION YEARS OF STUDY

11:00–14:00 | **SESSION III**

ADVANCED TECHNOLOGY, DIGITAL EXPERIENCE AND GAMIFICATION

Moderator: Irina IONIȚĂ, University Lecturer, PhD, Petroleum-Gas University of Ploiești, Romania

Google Meet: https://meet.google.com/kgy-oamsat-szp

1. Irina IONIȚĂ

University Lecturer, PhD, Petroleum-Gas University of Ploiești, Romania

DIGITAL COMPETENCE, ACADEMIC COMMUNICATION, AND ONLINE LEARNING EXPERIENCES: A MULTIDIMENSIONAL ANALYSIS OF UNIVERSITY STUDENTS

2. Raluca PETRESCU

NEW GAMIFICATION STRATEGIES IN THE ENGLISH CLASS: LEGO® SERIOUS PLAY®

3. Irina GRIGORE

PLAY AS A SOURCE OF WELL-BEING IN PRESCHOOL CHILDREN

4. Adele MICHELOZZI

Master's Degree Holder, University of Parma, Italy

BRAIN, STRESS AND ARTIFICIAL INTELLIGENCE: A NEUROSCIENCE PERSPECTIVE ON THE PERFORMANCE OF FORMULA 1 PILOTS

5. Dimitris Ghelmez CIOC

Faculty of Letters and Sciences, Petroleum-Gas University of Ploiești, Romania

MEMES AS A SOCIAL AND CULTURAL PHENOMENON

6. Bianca ŞINCAI

COLLABORATIVE LEARNING STRATEGIES

11:00–14:00 | **SESSION IV**

LANGUAGE, IDENTITY, AND EDUCATION IN MULTILINGUAL SOCIETIES: HISTORICAL LEGACIES AND CONTEMPORARY PRACTICES

Moderator: Gina Aurora NECULA, Assoc. Prof. Dr., Romanian Language Institute, Bucharest, Romania; Comrat State University, Republic of Moldova

Google Meet: https://meet.google.com/tpm-hbqp-jod

1. Alexandra BARBĂNEAGRĂ

Assoc. Prof., "Ion Creangă" State Pedagogical University of Chișinău, Republic of Moldova

BEYOND LINGUISTIC COMPETENCE: COMMUNICATION, IDENTITY, AND LEARNER AGENCY IN SECOND LANGUAGE EDUCATION

2. Svetlana DERMENJI

Assoc. Prof., “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

LANGUAGE IDEOLOGIES AND EDUCATIONAL PRACTICES IN MULTICULTURAL SOCIETIES

3. Lucia CEPRAGA

Assoc. Prof., “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

LANGUAGE, IDENTITY, AND EDUCATION IN MULTILINGUAL SOCIETIES: HISTORICAL LEGACIES AND CONTEMPORARY CHALLENGES

4. Svetlana BÎRSAN

Assoc. Prof., “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

FROM LANGUAGE POLICY TO CLASSROOM PRACTICE: TEACHING AND LEARNING IN MULTILINGUAL ENVIRONMENTS

5. Liuba PETRENCO

Assoc. Prof., “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

TEACHING LANGUAGES ACROSS LINGUISTIC AND CULTURAL BORDERS: INTERCULTURAL COMPETENCE AND INCLUSIVE PEDAGOGIES

6. Angela POPOVICI

Assoc. Prof., “Ion Creangă” State Pedagogical University of Chişinău, Republic of Moldova

ACQUISITION OF THE ROMANIAN LANGUAGE AS A NON-NATIVE LANGUAGE IN THE MULTIETHNIC CONTEXT OF EARLY CHILDHOOD EDUCATION IN THE REPUBLIC OF MOLDOVA THROUGH INTERACTIVE DIGITAL TEACHING TOOLS

7. Ana SACARĂ

Comrat State University, Republic of Moldova

LANGUAGE RIGHTS, LEGAL FRAMEWORKS, AND LINGUISTIC DIVERSITY: LAW, IDENTITY, AND EDUCATION IN MULTILINGUAL SOCIETIES

8. Mirela CURCĂ

Danubius International University, Romania

MULTILINGUALISM BETWEEN POLICY AND PRACTICE: LANGUAGE CHOICE, IDENTITY, AND EDUCATION

НАУЧНИ ПАНЕЛ IV | SCIENTIFIC PANEL IV

THURSDAY | 5 NOVEMBER 2026

14:00–15:00 | PLENARY SESSION

BETWEEN TRADITION AND INNOVATION: NEW PARADIGMS IN LANGUAGE, CULTURE AND EDUCATION

Moderator: Prof. Dr. Virginia POPOVIĆ

Google Meet: https://meet.google.com/tpg-zacu-pbe

PLENARY SESSION

1. Cristina DAFINOIU

Assoc. Prof., Ovidius University of Constanţa, Romania

Interdisciplinary approach in teaching Romanian as a foreign language

2. Arina CHIRILĂ

Associate Teaching Assistant, PhD, Alexandru Ioan Cuza University of Iaşi, Romania

De la text autentic la experienţă de învăţare: inteligenţa artificială şi proiectarea didactică pentru nivelurile avansate de RLS

15:00–17:00 | **SESSION I**

LINGUISTIC STRUCTURES AND CULTURAL MEANINGS

Moderator: Lilia TRINCA, Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

Google Meet: https://meet.google.com/ugf-ayep-iwm

1. Lilia TRINCA

Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

Reprezentări lingvoculturale ale timpului în paremiologia românească: modele de conceptualizare și valori simbolice

2. Lucia BALANICI

University Assistant, PhD Candidate, Doctoral School of Philology, Alecu Russo Balti State University, Republic of Moldova

Condensed Representation of Temporality as a Manifestation of Linguistic Economy

3. Aurelia CABAC

PhD Candidate, Doctoral School of Philology, Alecu Russo Balti State University, Republic of Moldova

Strategii lingvist de construire a alterității: reprezentări stereotipizante ale refugiaților ucraineni în discursul digital din Republica Moldova

4. Iraida COSTIN

University Lecturer, PhD, Alecu Russo Balti State University, Republic of Moldova

The Postmodern Rewriting of the Creangă Tradition in Bessarabian Prose: Intertextuality, Parody, and Metanarration

5. Elena BANARI

University Lecturer, Moldova State University, Republic of Moldova

De la lectură la interpretare: tehnici interactive de explorare a textului literar în procesul educational

6. Irina POSTOLACHI-JOSAN

Assoc. Prof. Dr., Department of Intercultural Training, Vice-President and Member of the Board of Directors of SIETAR France (Professional Society for Intercultural Education, Training and Research).

Théâtre, littérature et éducation interculturelle : vers une didactique expérientielle des langues et des cultures

7. Alexandrina TAMBUR

University Assistant, PhD Candidate, Doctoral School of Philology, Alecu Russo Balti State University, Republic of Moldova

Interferenta lingvistică în învătarea limbilor străine: criterii de clasificare si particularitäti de manifestare

---

15:00–17:00 | **SESSION II**

LINGUISTICS AND TRANSLATION: LEXICOLOGY, PHRASEOLOGY, TERMINOLOGY AND DISCOURSE ANALYSIS

Moderator: Oxana CHIRA, Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

Google Meet: https://meet.google.com/iri-dxpi-qhq

1. Oxana CHIRA

Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

ANTONYMY AND SEMANTIC CONTRASTS IN GERMAN AND ROMANIAN GASTRONOMIC VOCABULARY

2. Silvia BOGDAN

PhD Candidate, Alecu Russo Balti State University, Republic of Moldova

RESEARCH ON TOURISM TERMINOLOGY IN ROMANIAN: A CRITICAL REVIEW AND FUTURE PERSPECTIVES

3. Vladimir BRAJUC

Assoc. Prof. Dr., Alecu Russo Balti State University, Republic of Moldova

METAFICTION AND URBAN ABSURDITY: TRANSLATION STRATEGIES IN MATEI VIŞNIEC'S NOVEL "PANIC SYNDROME IN THE CITY OF LIGHTS"

4. Angela MURZAC

PhD Candidate, Alecu Russo Balti State University, Republic of Moldova

"IN THE BLINK OF AN EYE": EXPRESSING TIME THROUGH SOMATIC PHRASEOLOGICAL UNITS IN ROMANIAN

5. Andreea APETRI

PhD Candidate, Alecu Russo Balti State University, Republic of Moldova

COMPOUND WORDS IN GERMAN AND ROMANIAN PEDAGOGICAL TERMINOLOGY: A CONTRASTIVE STUDY

6. Cristina CUCOŞ

PhD Candidate, Alecu Russo Balti State University, Republic of Moldova

GASTRONOMIC TERMINOLOGY IN MULTILINGUAL MENUS: A CONTRASTIVE ANALYSIS

7. Nicolina MUNTEAN

PhD Candidate, Alecu Russo Balti State University, Republic of Moldova

CULTURAL AUTHENTICITY IN WINE DISCOURSE OF THE REPUBLIC OF MOLDOVA

8. Mihaela HRISTEA

University Lecturer, Dimitrie Cantemir Christian University, Bucharest, Romania

Heinrich Heine and the German folklore

15:00–17:00 | **SESSION III**

NEW TECHNOLOGIES IN CONTEMPORARY EDUCATION

Moderator: Mirela-Gabriela BRATU, "Dunărea de Jos" University of Galați, Romania

Google Meet: https://meet.google.com/oto-zyby-xxb

1. Georgiana CIOBOTARU

Assoc. Prof. Dr., "Dunărea de Jos" University of Galați, Romania

THE IMPACT OF NEW TECHNOLOGIES ON THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE

2. Ramona MIHĂILESCU

Romanian Language and Literature Teacher, "Dimitrie Cuclin" Arts High School, Galați, Romania

NEW TECHNOLOGIES AND NEW WAYS OF ENGAGING WITH ROMANIAN LITERATURE IN ARTS EDUCATION

3. Eugenia-Daniela LUPAȘCU

Researcher, Romanian Cultural Institute, Romania

TEACHING ROMANIAN NOUN GENDER AND ARTICLES TO TURKISH-SPEAKING BEGINNERS: A CONTRASTIVE AND PEDAGOGICAL APPROACH

4. Aurica NICOARĂ

Secondary School Teacher, “Mihail Sadoveanu” Lower Secondary School, Romania

STRATEGIES FOR TEACHING LITERARY TEXTS WITH THE HELP OF ARTIFICIAL INTELLIGENCE

5. Maria-Lucreţia CAZAC

Assistant Lecturer, PhD, “Grigore T. Popa” University of Medicine and Pharmacy, Iaşi, Romania

FROM 'CEFALEE' TO 'MĂ DOARE CAPUL': DEX OR ARTIFICIAL INTELLIGENCE? EXPLAINING MEDICAL TERMS TO INTERNATIONAL STUDENTS OF ROMANIAN

6. Ramona MIHĂILESCU

Assistant Professor, PhD, Cross-Border Faculty, “Dunărea de Jos” University of Galaţi, Romania

LINGUISTIC DIVERSITY AND INTERCULTURAL COMMUNICATION IN ROMANIAN LANGUAGE LEARNING

7. Mirela-Gabriela BRATU

Assoc. Prof., “Dunărea de Jos” University of Galaţi, Romania

FROM GRAMMAR RULES TO LANGUAGE USE IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE

КЊИГА САЖЕТАКА

BOOK OF ABSTRACTS

Nicolae OANA ADINA

TEACHING ENGLISH FOR BUSINESS AND ECONOMICS TO DISTANCE-LEARNING STUDENTS: CHALLENGES AND OPPORTUNITIES

This paper draws on the author's ten years of experience in teaching English for Business Economics (EBE) at Petroleum-Gas University of Ploiești, Romania. It explores the main challenges associated with teaching English for Specific Purposes (ESP) to distance-learning students specialising in Accounting and Management Information Systems or Management. These challenges stem from learners' diverse linguistic backgrounds, career aspirations, professional contexts and educational needs. Students enrolled in these two programmes pursue higher education alongside professional and personal responsibilities, which may impact their motivation, engagement, and opportunities for language practice. Particular attention is paid to mixed-ability groups, disparities in opportunities for interaction in the target language, varying degrees of learner autonomy, and the affordances of materials, feedback and assessment mediated through a digital learning platform. A further concern is related to the increasing overreliance on generative artificial intelligence which, despite offering personalised language support, may also actually hinder the students' progress if automated assistance is not employed as a coaching tool. The discussion considers the potential of differentiated instruction, task-based learning, authentic materials and flexible learning activities to address these challenges. It also focuses on how ESP instruction can accommodate the overlapping or field-specific communicative needs of Accounting or Management students.

Overall, the paper argues that effective contemporary EBE instruction in distance education requires a flexible, technologically-updated, learner-centred approach that addresses the students' diverse learning circumstances.

Keywords: ESP, EBE, distance learning, accounting, management

Albu Nicoleta

HEARTS AND MINDS : INTEGRATING EMOTIONAL INTELLIGENCE INTO ENGLISH CLASSES

The starting point of my research is based on the fact that all the people in the world are connected to each other. At school, the quality of relationships is very important to everybody involved in the process and it has a major effect on various aspects such as the environment in the school, the well-being of students and teachers and ,of course, students' results. As an English teacher, the main goal of my research is to find the best way to enhance my students' verbal-linguistic competence, but, as a member of this community for twenty years, I am highly interested in raising my pupils' awareness regarding the significance of having effective communication skills both at home and at school,including the English classes. Starting from Goleman' s Emotional Intelligence which presents how the human brain has developed through the history,the stages of emotional intelligence and their use in improving healthy social skills I conducted my research through Gardner's theory of "multiple intelligence" according to which every student has his own proclivities that may help him evolve and that every child learns at his own rhytm. I also studied the works of Reiss, Maslow,David Rock who discuss about some internal urges (presented as drives,needs or desires) which determine people display a certain behavior. During the study, I encouraged my students from the experiment group to participate and to give as many answers as possible without the fear of being evaluated .This method was helpful in reducing the anxiety and raising the creativity. In order to get positive effects on students' learning behavior, teacher needs an action plan that would consist of aims, methods, resources correlated with emotional intelligence aspects. What matters for a teacher is to know how to juggle the moments of the lesson so that it achieves its purpose.

Keywords: Emotional Intelligence ,verbal-linguistic competence

Alexe AURELIA

FUNCTIONAL PARENTING AFTER DIVORCE BETWEEN IDENTITY, CULTURAL VALUES AND SOCIAL REPRESENTATIONS OF THE FAMILY: AN INTERCULTURAL PERSPECTIVE

Divorce is a family transition that changes the marital relationship without eliminating parental responsibilities and roles. In this context, functional parenting involves the ability of parents to maintain and reorganise their parental role, adapting it to new family and relational conditions. The paper aims to analyse functional parenting after divorce in relation to parental identity, cultural values and social representations of the family, from an intercultural perspective. The approach is based on a narrative analysis of the relevant scientific literature on parental adaptation after separation, fathers' involvement, co-parenting relationships, values associated with divorce and the diversity of family models in different socio-cultural contexts. The literature examined highlights that the reorganisation of the parental role is not a uniform process, but one influenced by individual resources, the distribution of parental responsibilities, social norms and the cultural meanings attributed to marriage, divorce and the family. At the same time, social representations and the stigmatisation of divorce can influence how adults negotiate their parental identity and exercise their responsibilities after marital breakdown. The intercultural perspective allows for a critical examination of the differences between contexts and avoids generalisations about the experience of divorced parents. The paper supports the need for an approach focused on the continuity of the parental role and its adaptation to new family configurations, without reducing functional parenting to the maintenance of the marital relationship or the absence of conflict. In conclusion, understanding functional parenting after divorce requires the integration of psychological, relational and sociocultural dimensions, with relevance for developmental psychology research and for the development of support strategies tailored to the diversity of family experiences.

Keywords: functional parenting, divorce, parental identity, cultural values, social representations, intercultural perspective.

Cornelia-Victoria Anghel-Drugarin

PEDAGOGICAL FRAMEWORKS FOR THE INSTITUTIONAL ADOPTION OF EMERGING DIGITAL TECHNOLOGIES IN HIGHER EDUCATION

The rapid evolution of emerging digital technologies, such as Artificial Intelligence, Virtual Reality, AR, and Learning Analytics, presents profound opportunities and complex operational challenges for higher education institutions. While technological infrastructure continues to expand rapidly, universities frequently struggle to systematically embed these digital tools into core instructional practices due to a lack of cohesive pedagogical frameworks. This paper investigates structural and pedagogical strategies that facilitate the scalable, effective, and sustainable institutional adoption of emerging technologies in tertiary education. Employing a mixed-methods research design, the study analyzes qualitative data from institutional policy documents alongside quantitative survey data from higher education universities. The findings indicate that successful technological integration depends less on hardware availability and more on aligned pedagogical frameworks, robust faculty development programs, and adaptive leadership strategies. Furthermore, the study identifies critical bottlenecks, including institutional inertia, pedagogical misalignment, and ethical concerns regarding data governance and academic integrity.

Keywords: Emerging Digital Technologies, Higher Education, Pedagogical Frameworks, Digital Transformation.

Maia Bororzan, Diana Antoci

DIMENSIONS OF THE UNIVERSITY INNOVATION CULTURE FROM THE PERSPECTIVE OF SUSTAINABLE EDUCATION CHALLENGES.

Contemporary universities operate in a rapidly changing educational environment shaped by digital transformation, societal complexity, global challenges and the increasing need for sustainable development. In this context, university innovation culture represents an important institutional dimension that influences the capacity of higher education institutions to respond coherently and sustainably to emerging educational challenges. The paper explores the main dimensions of university innovation culture from the perspective of sustainable education, focusing on the interaction between institutional values, pedagogical practices, digital transformation, collaboration and continuous professional development. Particular attention is given to the role of organizational culture in creating an environment that encourages creativity, experimentation, knowledge sharing and the responsible adoption of innovative educational solutions. The analysis conceptualizes university innovation culture as a multidimensional phenomenon encompassing axiological, organizational, pedagogical, technological and collaborative dimensions. These dimensions are considered in relation to the principles of sustainable education, including adaptability, inclusiveness, responsibility and the development of competencies relevant to a changing society. The paper emphasizes that sustainable educational innovation requires more than the introduction of new technologies or isolated pedagogical practices; it depends on institutional readiness, shared values, participatory decision-making and the capacity to learn from innovation processes. Based on the theoretical analysis, a conceptual framework of the dimensions of university innovation culture is proposed, highlighting their interdependence and contribution to sustainable educational development. The proposed perspective provides a basis for understanding how universities can strengthen their innovation capacity while maintaining coherence between institutional mission, educational values and the demands of sustainable development

Keywords: university innovation culture; sustainable education; higher education; educational innovation; organizational culture; digital transformation; institutional development

Andreea APETRI

COMPOUND WORDS IN GERMAN AND ROMANIAN PEDAGOGICAL TERMINOLOGY: A CONTRASTIVE STUDY

Compound words represent an important word-formation process in specialized languages, contributing to the development, precision, and organization of domain-specific terminology. This study aims to examine and compare the formation, structure, and semantic characteristics of compound words in German and Romanian pedagogical terminology, highlighting both similarities and differences between the two languages. The research focuses on compounds used in educational discourse, particularly terms related to teaching methods, learning processes, curriculum development, assessment, and educational institutions. The study adopts a contrastive linguistic approach, combining morphological, semantic, and terminological analysis. German, characterized by its highly productive compounding system, frequently forms complex nominal structures through the combination of two or more lexical elements. Romanian, although it also employs compounding, often relies on alternative word-formation patterns and syntactic constructions to express comparable pedagogical concepts. The analysis considers the formal structure of compounds, the relationships between their constituent elements, their semantic transparency, and their degree of terminological specialization. Particular attention is given to the ways in which equivalent educational concepts are expressed in the two languages and to the challenges involved in translating compound terms accurately and consistently. The comparative perspective is intended to reveal the linguistic mechanisms that shape pedagogical terminology in German and Romanian, as well as the influence of language-specific conventions on terminological formation. The findings will contribute to a clearer understanding of the similarities and distinctions between the two terminological systems. Furthermore, the study may offer practical insights for translators, language teachers, students, and specialists involved in developing bilingual educational resources. By examining compound words in pedagogical discourse, this research emphasizes the relevance of contrastive morphology and terminology studies for foreign-language teaching, translation practice, and intercultural academic communication.

Keywords: compound words, pedagogical terminology, word formation, contrastive linguistics

Neagu ARINA

DIGITAL FOLKLORE REVIVAL: HERITAGE, CULTURAL APPROPRIATION, AND CRITICAL MEDIA LITERACY

Digital platforms have become sites for the transmission and reinterpretation of cultural heritage, while also intensifying disputes over attribution, representation, and commercial appropriation. This intervention examines these tensions through the digital revival of the Romanian ie, a traditional embroidered blouse whose meanings connect regional identities, cultural memory, and women's artisanal knowledge. It asks how online heritage practices negotiate the relationship between increased visibility and the recognition of the communities sustaining cultural traditions. Drawing the scientific understanding of heritage as cultural practice, and UNESCO's framework for safeguarding intangible cultural heritage, the approach develops an interpretive case study of digital heritage activism and its mediation. The discussion brings the participatory practices associated with La Blouse Roumaine into dialogue with selected journalistic accounts of controversies involving Dior, Tory Burch, and Louis Vuitton. These materials are examined as sites where cultural origins, creative legitimacy, and the value of traditional craftsmanship are publicly contested. The analysis argues that digital circulation creates an ambivalent relationship between cultural participation and symbolic extraction. Community documentation and storytelling can support cultural continuity, diasporic belonging, and informal learning, yet the same processes can detach designs from their histories and obscure the labor through which heritage is maintained. Particular attention is given to the uneven recognition of women's cultural work and to the reduction of regional diversity to marketable visual symbols. Building on this analysis, the paper proposes implications for intercultural education and critical digital literacy. It outlines how contested heritage representations can support classroom inquiry into multimodal meaning, source attribution, cultural stereotyping, and the ethics of reuse. Rather than assuming that technological visibility ensures cultural understanding, it positions contextual interpretation and responsible attribution as central educational practices, contributing a situated perspective on the relationship between media diversity, heritage transmission, and intercultural learning.

Keywords: digital folklore; intangible cultural heritage; cultural appropriation; critical media literacy; intercultural education

Nicoară AURICA

STRATEGIES FOR TEACHING LITERARY TEXTS WITH THE HELP OF ARTIFICIAL INTELLIGENCE

The integration of artificial intelligence (AI) into education offers new opportunities for rethinking the teaching of literary texts and fostering students' engagement with literature. This article explores pedagogical strategies for incorporating AI-assisted tools into literary education, with a focus on enhancing textual interpretation, critical thinking, creativity, and reader response. It examines how generative AI can support the analysis of literary themes, characters, narrative structures, stylistic features, and symbolic meanings, while facilitating comparative readings and the exploration of different interpretative perspectives. Particular attention is given to the design of interactive learning activities, including AI-assisted close reading, character analysis, creative rewriting, alternative endings, dialogue simulation, and the comparison of human interpretations with AI-generated responses. These strategies aim to encourage active participation and transform literary reading into a collaborative process of inquiry, interpretation, and reflection. The article also addresses the challenges associated with using AI in literary education, particularly the risk of superficial interpretation, the reproduction of inaccurate or oversimplified readings, and the potential limitation of students' independent thinking. In this context, the teacher plays a central role in guiding learners towards the critical evaluation of AI-generated content and grounding literary interpretations in textual evidence. The article argues that artificial intelligence should be used as a complementary pedagogical resource rather than a substitute for direct engagement with literary works. When integrated thoughtfully, AI-assisted strategies can enrich the teaching of literature, promote interpretative autonomy, and create more interactive, inclusive, and student-centred learning environments.

Keywords: Literature, lyterary texts, artificial intelligence

Avornicesa Natalia

LE LEXIQUE DU FRANÇAIS CONTEMPORAIN DANS LE ROMAN ACTUEL : CRÉATIVITÉ LINGUISTIQUE, REPRÉSENTATIONS SOCIOCULTURELLES ET ENJEUX DIDACTIQUES

Le roman contemporain constitue un espace privilégié d'observation des transformations du lexique français et des mutations socioculturelles qui caractérisent la société actuelle. À travers les choix lexicaux des auteurs, les dialogues des personnages et la représentation des pratiques langagières, le texte littéraire témoigne de l'évolution des usages linguistiques, de l'émergence de nouvelles réalités sociales et de la diversité des registres de langue. Dans cette perspective, la présente contribution se propose d'examiner les manifestations de la créativité lexicale dans un roman français contemporain, en mettant en évidence leurs fonctions linguistiques, expressives et socioculturelles, ainsi que leur potentiel didactique dans l'enseignement du français langue étrangère (FLE). L'étude s'articule autour de trois axes complémentaires. Le premier porte sur l'identification et la classification des phénomènes lexicaux observables dans le corpus retenu, notamment les néologismes, les emprunts, les anglicismes, les expressions familières et les évolutions sémantiques. Le deuxième vise à analyser la manière dont ces unités lexicales contribuent à la construction des identités, à la caractérisation des personnages et à la représentation des pratiques sociales et culturelles contemporaines. Une attention particulière sera accordée aux contextes d'emploi, aux effets stylistiques et aux variations sociolinguistiques qui caractérisent les usages du lexique. Le troisième axe concerne les implications didactiques de cette analyse pour l'enseignement du FLE. Le texte littéraire sera envisagé comme une ressource authentique permettant de développer la compétence lexicale et la compétence sociolinguistique des apprenants, tout en favorisant leur compréhension des réalités culturelles véhiculées par la langue. Des pistes d'exploitation pédagogique seront proposées, notamment à travers des activités d'observation, de contextualisation, de comparaison des registres et de réemploi des unités lexicales. Cette recherche entend ainsi mettre en évidence la complémentarité entre l'analyse linguistique, l'interprétation socioculturelle et la réflexion didactique, en soulignant la contribution du roman contemporain à une approche contextualisée et réflexive de l'enseignement-apprentissage du français.

Mots-clés: lexique contemporain ; roman français ; créativité lexicale ; représentations socioculturelles ; didactique du FLE

Balanici Lucia

CONDENSED REPRESENTATION OF TEMPORALITY AS A MANIFESTATION OF LINGUISTIC ECONOMY

The tendency to reduce the effort involved in expression without affecting the transmission and interpretation of the message can be observed at different levels of language organization. At the discourse level, this tendency becomes particularly evident when information that has already been introduced, is predictable, or can be recovered from context no longer needs to be explicitly verbalized. Temporality provides a relevant domain for examining how economy of expression can be achieved while preserving the information required for interpretation, since locating events in time and establishing chronological relations between them do not always require all temporal reference points to be explicitly expressed. Once established in discourse, such a reference point may remain implicit while continuing to guide the interpretation of subsequent utterances. The present study examines the condensed representation of temporality as a manifestation of linguistic economy, focusing on how temporal information can be conveyed through a reduced number of explicit markers. The analysis considers verb tenses, temporal adverbs and adverbial expressions (*now, then, yesterday, tomorrow, already, still, meanwhile, since then*), temporal deixis, and ellipsis in relation to the information provided by the discourse context. Particular attention is given to cases in which a temporal reference point is not repeated, as well as to instances where relations of anteriority, simultaneity, and posteriority can be reconstructed through tense relations and the sequence of utterances, without the use of additional temporal markers.

The study is based on the hypothesis that, in such contexts, linguistic economy is achieved through the omission of predictable and recoverable elements, without reducing the information required for interpretation. Condensation is therefore understood not as a mere shortening of the utterance, but as a functional relationship between explicitly expressed temporal information and information reconstructed through context and inference. Through the analysis of contextualized examples, the study seeks to identify the mechanisms and conditions that allow explicit means of expressing temporality to be reduced while preserving message clarity, discourse coherence, and an adequate interpretation of temporal relations. The analysis thus highlights how the principle of linguistic economy operates by balancing the means of expression with the information required for the message to be understood.

Keywords: linguistic economy, temporality, condensation, temporal reference, verb tense, temporal deixis, inference, context.

Banu Felicia

THE SEMANTICS OF SILENCE: ELLIPSIS, IMPLICATION, AND UNSPOKEN MEANING IN LITERARY DISCOURSE

This study examines silence as a means of constructing meaning in literary discourse, based on the premise that the absence of verbal expression is not merely a communicative void but can convey emotions, attitudes, and interpersonal tensions with an intensity that explicit utterances do not always achieve. The research investigates the semantic, pragmatic, and stylistic mechanisms through which ellipsis, reticence, the absence of a response, dramatic pauses, and narrative omission acquire significance in different literary contexts. Particular attention is given to three distinct manifestations of silence: silence as a form of resistance, silence as an expression of the inability to verbalize, and silence as a means of bringing discourse to a close. Drawing on a qualitative analysis of selected literary passages, the study explores how these manifestations shape relationships between characters, express inner conflicts, and heighten dramatic tension. The research introduces the FIST analytical model (Form–Inference–Situation–Transfer), which establishes connections between textual manifestations of silence, contextual inferences, communicative functions, and the possibilities of preserving expressive effects in translation. The study's contribution lies in developing a functional typology of silence and distinguishing interpretations supported by textual evidence from speculative readings, thereby highlighting the potential of unspoken meaning to become a defining element of literary expressiveness.

Keywords: silence in literary discourse, ellipsis, implicit meaning, pragmatics of silence, stylistic analysis, literary interpretation, FIST analytical model.

Belcea Irina

LES MISERABLES: FROM TEXT TO SCREEN

Victor Hugo's Les Misérables is one of the most influential works of nineteenth-century French literature, addressing universal themes such as social injustice, poverty, redemption, moral responsibility, and the struggle for human dignity. Since its publication in 1862, the novel has inspired numerous adaptations for cinema, television, and theatre, demonstrating its enduring cultural significance and its capacity to engage audiences across different historical periods and artistic media. This paper aims to examine the relationship between Hugo's original literary work and its cinematic adaptations, focusing on how the narrative, characters, and central themes are represented and reinterpreted through audiovisual storytelling. By adopting a comparative approach, the study explores two selected screen adaptations of Les Misérables, identifying similarities and differences in their narrative structures, characterization, thematic emphasis, and artistic interpretation. Particular attention is devoted to the transformation of literary descriptions into visual representations, the adaptation of complex narrative sequences, and the challenges of preserving the ideological and emotional dimensions of the original text. The analysis also considers the extent to which cinematic adaptations remain faithful to Hugo's literary vision while introducing creative changes intended to respond to the expectations of contemporary audiences. Through the examination of selected scenes, character portrayals, and narrative choices, the paper discusses the relationship between literary authenticity and artistic reinterpretation, highlighting the distinctive possibilities and limitations of literature and film as forms of cultural expression. Furthermore, the study investigates the continuing relevance of Les Misérables in contemporary society, particularly the ways in which its adaptations contribute to the transmission of literary heritage and encourage new generations to engage with classical literature. The paper argues that screen adaptations should be understood not merely as reproductions of literary texts but also as independent artistic interpretations that participate in the ongoing reception and reinterpretation of canonical works.

Keywords: Victor Hugo, Les Misérables, literary adaptation, film adaptation, comparative analysis, literature and cinema, cultural reception.

Bîrsan Svetlana

FROM LANGUAGE POLICY TO CLASSROOM PRACTICE: TEACHING AND LEARNING IN MULTILINGUAL ENVIRONMENTS

Multilingualism represents both a significant educational resource and a complex pedagogical challenge in contemporary societies, particularly in contexts shaped by historical language policies, cultural diversity, and changing social realities. The transition from language policy to classroom practice requires more than the formal recognition of linguistic diversity; it calls for educational approaches that respond to learners' linguistic repertoires, cultural backgrounds, and individual learning needs. This paper examines the relationship between language policies and teaching and learning practices in multilingual educational environments, with particular attention to the ways in which institutional frameworks influence classroom interaction, language acquisition, and educational inclusion. The study explores the role of teachers in translating language policy objectives into effective pedagogical strategies that promote linguistic competence, intercultural communication, and equitable participation. It considers the challenges educators face when working with learners who have different levels of proficiency in the language of instruction, as well as the need to balance the development of academic language skills with the recognition of learners' linguistic and cultural identities. Particular emphasis is placed on learner-centred approaches, differentiated instruction, multilingual resources, and the creation of inclusive classroom environments in which linguistic diversity is treated as an asset rather than an obstacle. The paper also highlights the importance of teacher education, institutional support, and coherent educational policies in ensuring consistency between policy intentions and classroom realities. By examining the practical implications of multilingual education, the study argues that successful implementation depends on the integration of policy, pedagogical competence, and context-sensitive teaching practices. Ultimately, fostering meaningful multilingual education requires a shift from viewing linguistic diversity as a challenge to recognising it as a foundation for academic achievement, intercultural understanding, and social cohesion.

Keywords: Language policy, multilingual education, classroom practice, language teaching, inclusive education, intercultural communication.

Bogdan Silvia

RESEARCH ON TOURISM TERMINOLOGY IN ROMANIAN: A CRITICAL REVIEW AND FUTURE PERSPECTIVES

This article provides a critical overview of existing scholarship on tourism terminology in Romanian, conducted in both Romania and the Republic of Moldova. The study builds on the observation in the specialist literature that tourism terminology remains insufficiently researched in Romanian linguistics, despite the significant expansion of tourism-related vocabulary since 1990 and its considerable theoretical and practical relevance. The study adopts a qualitative research design based on a critical review and systematic classification of scholarly literature on tourism terminology in Romanian. The corpus comprises research articles, contributions to edited volumes, and studies published between 2009 and 2025 in Romania and the Republic of Moldova. The selected publications are analysed thematically and classified according to their primary research approaches: lexicological, terminological, lexicographic, contrastive, translation-oriented, and pedagogical. A comparative analysis of the two research contexts is then conducted to identify dominant research trends, assess the contributions of individual scholars, and establish gaps in the existing literature. This methodological framework provides a basis for evaluating the current state of research and formulating directions for future investigation. The analysis reveals that research in Romania has focused primarily on anglicisms in tourism discourse, terminological variation, the relationship between native and borrowed terminology, and the definition of core concepts. These studies also highlight the gap between actual terminological usage and lexicographic representation. In the Republic of Moldova, research remains limited in scope and predominantly application-oriented, focusing on translation, the teaching of languages for specific purposes, and wine tourism. The originality of this study lies in bringing together research on Romanian tourism terminology conducted in Romania and the Republic of Moldova, thereby addressing the limited representation of Moldovan scholarship in previous reviews. The findings emphasize the need to compile a standardising dictionary of tourism terminology and to expand corpus-based investigations in this field. They also point to the potential for further research into the terminology of rural and wine tourism in the specific context of the Republic of Moldova.

Keywords: tourism terminology, systematic classification, anglicisms, native and borrowed terminology, tourism-related vocabulary

Bolduma Veronica

TEHNOLOGII EMERGENTE ŞI EDUCAŢIE PLURILINGVĂ: NOI DIRECŢII DE CERCETARE ŞI PRACTICĂ DIDACTICĂ

În contextul transformărilor digitale accelerate şi al intensificării interacţiunilor interculturale, învăţarea limbilor străine dobândeşte o importanţă tot mai mare în dezvoltarea competenţelor de comunicare, a creativităţii şi a capacităţii de adaptare la diversitatea lingvistică şi culturală. Integrarea tehnologiilor emergente în educaţia plurilingvă oferă noi oportunităţi pentru modernizarea procesului de predare–învăţare–evaluare, facilitând accesul la resurse educaţionale diversificate şi crearea unor medii de învăţare interactive, flexibile şi adaptate nevoilor individuale ale elevilor şi studenţilor. Lucrarea îşi propune să analizeze principalele direcţii de valorificare a tehnologiilor digitale emergente în educaţia plurilingvă, cu accent pe contribuţia acestora la dezvoltarea competenţelor lingvistice, comunicative, interculturale şi digitale. Sunt examinate posibilităţile oferite de platformele educaţionale interactive, aplicaţiile mobile, instrumentele bazate pe inteligenţă artificială, resursele multimedia şi mediile virtuale de învăţare în organizarea activităţilor didactice centrate pe elev. O atenţie deosebită este acordată utilizării acestor instrumente pentru stimularea creativităţii, dezvoltarea autonomiei în învăţare şi facilitarea comunicării autentice în contexte plurilingve. Totodată, sunt discutate provocările asociate integrării tehnologiilor emergente, precum diferenţele privind competenţele digitale ale participanţilor la procesul educaţional, accesul inegal la resurse tehnologice şi necesitatea dezvoltării gândirii critice în utilizarea informaţiilor generate automat. Lucrarea subliniază că tehnologiile emergente nu trebuie privite ca un substitut al interacţiunii umane şi al rolului profesorului, ci ca resurse complementare care pot contribui la dezvoltarea unor practici educaţionale inovatoare. Integrarea lor eficientă în educaţia plurilingvă presupune o abordare pedagogică echilibrată, orientată spre comunicare, incluziune, diversitate culturală şi dezvoltarea competenţelor necesare participării active în societatea contemporană.

Cuvinte-cheie: Plurilingvism, era digitala, emergente,etc.

Maia Borozan, Larisa Sadove

UNIVERSITY ORGANIZATIONAL CULTURE: COMMUNICATION, VALUES, AND MANAGERIAL PRACTICES

The article examines the relationship between communication, institutional values, and managerial practices in promoting university organizational culture. It aims to explain how management functions contribute to integrating values into the activities of the academic community and to propose a model supporting this process. The theoretical and applied approach combines a synthesis of conceptual foundations with a comparative analysis of documentary excerpts concerning the missions and values of four higher education institutions in the Republic of Moldova. The comparison identifies shared values and institutional distinctions without equating the frequency of their mention with the extent to which they are embedded in university practices. Communication is addressed as a cross-cutting process that facilitates the understanding of values, decision-making transparency, cooperation, and participation among members of the academic community. The proposed model links planning, organizing, implementation, coordination, and evaluation to specific actions, responsibilities, instruments, and performance indicators. Its cyclical structure enables objectives to be reviewed and interventions to be adapted based on feedback. The article identifies institutional conditions necessary for implementation, including consistency between declared values and managerial decisions, leadership involvement, collaboration across university units, and resource availability. Its contribution lies in operationalizing the promotion of university organizational culture by linking values to observable managerial practices. The model remains conceptual, and its applicability and effectiveness require examination through empirical research.

Keywords: organizational culture, higher education, institutional values, management functions, academic community, university management.

Maia Borozan, Lilia Ţurcan

A CONCEPTUAL MODEL FOR IMPLEMENTING PEDAGOGICAL INNOVATION IN GENERAL EDUCATION: INTEGRATING ACTION RESEARCH, PROFESSIONAL REFLECTION, AND IMPACT EVALUATION

Implementing pedagogical innovation is key to improving the quality of general education and adapting teaching and learning to the demands of contemporary society. The effectiveness of this process depends not only on how innovative the pedagogical interventions are, but also on the capacity of educational institutions to base decisions on evidence, draw on teachers' professional experience, and systematically evaluate the effects of the changes introduced. The article aims to establish a conceptual model for implementing pedagogical innovation in general education, grounded in the integration of action research, professional reflection, and impact evaluation. The theoretical analysis seeks to identify the components of the model, clarify the functional relationships among them, and delineate the stages through which innovations are put into practice in schools. The proposed model comprises needs analysis, the design of the innovative intervention, pedagogical action, data collection and interpretation, professional reflection, outcome evaluation, and adjustment of the intervention. Applying the model is expected to strengthen institutional capacity for innovation, develop teachers' reflective and investigative competences, and ground management decisions in verifiable results. The model's practical value lies in offering a framework to guide the design, implementation, monitoring, and continuous improvement of pedagogical innovation.

Keywords: pedagogical innovation, action research, professional reflection, impact evaluation, educational management, educational change, professional development, general education

Paul Matei Christian Botez

TEACHING EMPATHIC COMMUNICATION IN MEDICAL ENGLISH

Effective communication in healthcare requires more than the accurate use of medical terminology; it also depends on the ability to recognise emotions, respond with empathy, and establish meaningful relationships with patients. This paper explores the role of emotional and relational competence in English for Medical Purposes, highlighting the importance of integrating interpersonal communication skills into medical language learning. It examines how linguistic choices, expressions of empathy, active listening, and sensitivity to patients' emotional needs contribute to effective, patient-centred communication. Thus, by advocating for a more holistic perspective on medical English, such an approach can better prepare learners to navigate challenging clinical interactions and foster trust between healthcare professionals and patients.

Keywords: English for Medical Purposes; empathic communication; emotional competence; interpersonal skills; patient-centred communication; medical language education.

Vladimir Brajuc

METAFICTION AND URBAN ABSURDITY: TRANSLATION STRATEGIES IN MATEI VIŞNIEC'S NOVEL "PANIC SYNDROME IN THE CITY OF LIGHTS"

This paper investigates the mechanisms of intercultural transfer and the critical reception of Matei Vişniec's prose within the Russian literary space, focusing specifically on his novel Panic Syndrome in the City of Lights (Sindromul de panică în oraşul luminilor). As a prominent figure of Romanian and Francophone postmodernism, Vişniec constructs a narrative universe that deconstructs the traditional myth of the European literary bohemian lifestyle. The novel presents Paris not as a romantic capital, but as an alienating urban labyrinth consumed by a crisis of meaning and the absurdity of the modern publishing industry. This study examines how these complex metafictional elements, including the grotesque transformation of the creative process and the manipulation of reader expectations, are re-signified through the Russian translation executed by Anastasia Starostina. Methodologically, the research bridges the aesthetics of reception (H. R. Jauss) with the sociology of translation and theories of intertextuality (G. Genette). It highlights how Starostina's strategic translation choices successfully convey the apocalyptic atmosphere of the text, balancing French cultural markers with universal existential anxiety recognizable to the Russian-speaking reader. By analyzing the translation dynamics and editorial paratexts, the paper addresses a significant gap in Eastern European translation studies regarding Vişniec's reception. Ultimately, the study demonstrates how tailored translation strategies render Vişniec's intricate metafictional discourse into a vital bridge for intercultural dialogue, aligning directly with contemporary trends in transnational literary studies.

Keywords: Matei Vişniec, literary translation, metafiction, urban absurdity, intercultural transfer, reception theory, Russian literary space.

Svetlana Burea

RETHINKING TEACHING PRACTICES IN CULTURALLY DIVERSE CLASSROOMS

Increasing cultural and linguistic diversity in modern classrooms calls for rethinking traditional teaching practices and reconsidering the role of communicative competence in education. Once understood primarily as the ability to use language effectively and appropriately, communicative competence is increasingly viewed as a broader capacity involving intercultural awareness, mediation, inclusive dialogue, and conflict resolution. This article examines how this changing understanding of communication can inform teaching practices in multicultural learning environments and contribute to developing peacebuilding competence. Drawing on principles of culturally responsive pedagogy, multilingual education, and learner-centred teaching, it explores practical strategies such as cooperative learning, intercultural problem-solving, translanguaging, language scaffolding, and reflective classroom dialogue. The article focuses on integrating communicative and peacebuilding dimensions into everyday teaching practices and argues that their integration can transform culturally diverse classrooms into spaces of mutual understanding, respectful dialogue, and constructive cooperation.

Keywords: communicative competence; peacebuilding competence; intercultural communication; multilingual education.

Mirjana Damjenić Bratić

NOVE TEHNOLOGIJE U STUDIRANJU: STUDENTSKE PROCJENE RAZVOJNE I SUPSTITUTIVNE ULOGE

Digitalizacija visokog obrazovanja mijenja načine pristupa znanju, organizaciju studentskih obaveza i obrasce komunikacije u akademskom okruženju. Širenje generativne vještačke inteligencije dodatno otvara pitanja granica između podrške učenju i zamjene aktivnosti važnih za sticanje znanja. Cilj rada je ispitati učestalost i svrhe upotrebe novih tehnologija među studentima, njihovu percipiranu svrsishodnost i procjene razvojne i supstitutivne uloge u obrazovanju. Istraživanje je sprovedeno onlajn anketom u oktobru 2026. godine, u okviru projekta „Interdisciplinarna istraživanja savremenih metoda i primjene novih tehnologija u obrazovanju“. Analizom su obuhvaćeni odgovori 297 studenata Univerziteta u Banjoj Luci. Upitnik obuhvata upotrebu digitalnih alata, iskustva sa savremenim nastavnim metodama i stavove o njihovoj ulozi u obrazovanju. Podaci su analizirani primjenom deskriptivne statistike. Alate vještačke inteligencije najmanje jednom sedmično koristi 92,6% ispitanika, najčešće za objašnjavanje gradiva i pripremu ispita. Među ispitanim studentima preovlađuje procjena da tehnologije predstavljaju svrsishodnu dopunu tradicionalnoj nastavi. Istovremeno, 67,0% se slaže s tvrdnjom da zbog dostupnosti digitalnih sažetaka i alata vještačke inteligencije studenti manje čitaju obaveznu literaturu, dok 55,2% smatra da ovi alati zamjenjuju samostalno mišljenje i pisanje. Rezultati pokazuju istovremeno prepoznavanje praktičnih koristi i rizika upotrebe tehnologija u studiranju. Nalazi otvaraju pitanja promjene akademskih praksi, kriterijuma samostalnog rada i očekivanja od univerzitetskog obrazovanja. Posebno ukazuju na značaj razgraničenja tehnološke podrške učenju i prepuštanja obrazovnih aktivnosti digitalnim alatima. Budući da istraživanje obuhvata studentske procjene, na osnovu rezultata nije moguće zaključivati o stvarnom smanjenju čitanja ili promjenama sposobnosti mišljenja. Dalja istraživanja treba usmjeriti na konkretne obrasce upotrebe i obrazovne ishode, uz razmatranje institucionalnih smjernica i razvoja kritičke digitalne pismenosti.

Keywords: nove tehnologije, vještačka inteligencija, visoko obrazovanje, studentske prakse, akademske norme

Mirela Bratu

FROM GRAMMAR RULES TO LANGUAGE USE IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE

Teaching Romanian grammar as a foreign language requires pedagogical approaches that go beyond the memorization of grammatical rules and encourage their practical application in meaningful communicative contexts. This paper examines how grammatical concepts can be introduced and explained in a clear, accessible, and engaging manner, facilitating their understanding and acquisition by international students. The theoretical framework draws on Ellis (2006), who highlights the relationship between grammar instruction and second language acquisition, Larsen-Freeman (2003), who conceptualizes grammar as a dynamic process of language use, and Nunan (2004), who emphasizes the role of meaningful tasks in language learning. Building on these perspectives, the paper explores teaching strategies that connect grammatical explanations with practical communication, focusing on the acquisition of Romanian verb forms, noun–adjective agreement, and grammatical cases at A1–B1 proficiency levels. Particular attention is given to contextualized exercises, interactive activities, and role-playing as methods of transforming abstract grammatical rules into accessible linguistic structures that students can recognize and use in everyday situations. By integrating explicit grammar instruction with communicative practice, the paper aims to demonstrate how a gradual transition from theoretical knowledge to practical language use can facilitate grammatical acquisition, increase learner engagement, and support the development of communicative competence in Romanian as a foreign language.

Keywords: Grammar, interactive activities, communicative competence

Olesea Bucuci, Alexandra Barbăneagră

FROM SCREEN TO PLAY: INTEGRATING DIGITAL AND AI-SUPPORTED RESOURCES INTO INITIAL EFL TEACHER EDUCATION FOR EARLY CHILDHOOD IN MOLDOVA

The integration of digital technologies and artificial intelligence (AI) into English as a Foreign Language (EFL) teacher education offers new opportunities to prepare future teachers to design engaging, developmentally appropriate learning experiences for young children. This article examines the pedagogical potential of digital and AI-supported resources in the initial education of prospective EFL teachers for early childhood education in Moldova. It focuses on how these resources can be integrated into teacher preparation to support play-based language learning while maintaining the central role of interaction, creativity, and active participation in early childhood settings. The article explores the relationship between technology-enhanced learning and play-based pedagogy, highlighting the importance of preparing future teachers to select, adapt, and critically evaluate digital resources in accordance with children's developmental characteristics and language learning needs. Particular attention is given to interactive applications, multimedia materials, digital storytelling, and AI-supported tools that can facilitate vocabulary acquisition, listening comprehension, oral communication, and creative expression. The discussion also addresses the need to balance screen-based activities with hands-on experiences, movement, collaborative play, and face-to-face communication. Within the context of initial EFL teacher education in Moldova, the article emphasises the development of prospective teachers' digital and pedagogical competences, as well as their ability to use AI responsibly. Key considerations include age-appropriate content, the reliability of AI-generated materials, data privacy, accessibility, and the pedagogical relevance of selected resources. Technology integration is therefore approached not as an end in itself, but as a purposeful process guided by learning objectives, child-centred principles, and the specific requirements of early language education. The article argues for a balanced approach in which digital and AI-supported resources complement rather than replace play-based interaction and teacher-guided learning. It highlights the importance of equipping future EFL teachers with the knowledge, practical skills, and critical awareness necessary to integrate emerging technologies meaningfully into early childhood language education.

Keywords: initial EFL teacher education, early childhood education, digital resources, artificial intelligence, play-based learning, digital competence.

Buzenco Aurica

EMOTIONAL INTELLIGENCE AND INTERPERSONAL COMMUNICATION IN PRE-ADOLESCENTS: VALUE BENCHMARKS IN THE CONTEXT OF INTERCULTURALITY

In the context of cultural diversity and contemporary social transformations, the development of socio-emotional competences is a fundamental premise for the formation of personality and the consolidation of harmonious interpersonal relationships. The article addresses the theoretical foundations of emotional intelligence and its role in streamlining interpersonal communication in preadolescents, with emphasis on the values of mutual respect, empathy, tolerance, cooperation and acceptance of diversity. The particularities of emotional development specific to preadolescence are analyzed, as well as the importance of recognizing, expressing and self-regulating emotions in building positive relationships in the family, school and social environment. At the same time, the contribution of emotional intelligence to conflict prevention, the development of constructive dialogue and the facilitation of interactions between people with different cultural experiences and landmarks is highlighted. The theoretical approach, based on the analysis, synthesis and comparison of specialized approaches, underlines the need to capitalize on socio-emotional education in the formation of a responsible communicative conduct open to diversity. In this perspective, emotional intelligence is a support for education for interculturality, contributing to the internalization of universal human values and to the development of a culture of dialogue, inclusion and harmonious coexistence.

Keywords: emotional intelligence, interpersonal communication, pre-adolescents, interculturality, values, empathy, cultural diversity.

Valeria Buzenco

THE VALUE OF EMOTIONAL INTELLIGENCE IN THE SOCIAL COMMUNICATION OF ADOLESCENTS

The article examines the value of emotional intelligence in adolescents' social communication, highlighting its role in developing socio-emotional skills and in forming harmonious interpersonal relationships. Given the psychological and social particularities of adolescence, emotional intelligence is an important resource for identifying and understanding one's emotions, regulating affective reactions, demonstrating empathy, and adapting behavior to various communication situations. The article aims to clarify the relationship between emotional intelligence and the quality of social communication, with emphasis on the dimensions of emotional awareness, self-regulation, empathy, and the constructive management of interpersonal conflicts. At the same time, the importance of developing emotional skills in the educational and family environment is highlighted as a premise for strengthening communication skills, preventing relational difficulties, and facilitating the social integration of adolescents. The approach to this issue emphasizes the need to promote socio-emotional education in the process of forming the adolescent's personality, in order to support psychosocial adaptation and the development of communicative behaviors based on mutual respect, empathy, and interpersonal responsibility.

Keywords: emotional intelligence, adolescents, social communication, empathy, emotional self-regulation, socio-emotional skills, interpersonal relationships.

Cabac Aurelia

STRATEGII LINGVIST DE CONSTRUIRE A ALTERITĂŢII: REPREZENTĂRI STEREOTIPIZANTE ALE REFUGIAŢILOR UCRAINENI ÎN DISCURSUL DIGITAL DIN REPUBLICA MOLDOVA

Studiul examinează mecanismele lingvistice şi discursive prin care sunt construite şi reproduse reprezentările stereotipizante ale refugiaţilor ucraineni în spaţiul digital din Republica Moldova. Din perspectiva analizei critice a discursului şi a teoriei metaforei conceptuale, cercetarea valorifică un corpus tripartit, constituit din titluri ale articolelor de presă online, intervenţii publice ale liderilor de opinie şi comentarii ale utilizatorilor de pe platformele Telegram şi Facebook, publicate în perioada 2022–2026. Demersul analitic urmăreşte identificarea strategiilor de categorizare socială, a metaforelor conceptuale şi a mecanismelor lingvistice prin care se configurează imaginea refugiatului ucrainean în discursul public. Sunt examinate, în mod special, metaforizarea migraţiei prin raportare la fenomene naturale ameninţătoare, etichetările depreciative şi reprezentările refugiaţilor ca beneficiari privilegiaţi ai resurselor economice sau ca potenţiale ameninţări la adresa identităţii culturale. Analiza evidenţiază rolul polarizării pronominale noi–ei, al insinuării, al evaluării negative şi al strategiilor de dezumanizare în construirea unor imagini stereotipizante ale alterităţii. Rezultatele relevă modul în care aceste procedee discursive favorizează, în anumite contexte comunicaţionale, deplasarea accentului de la vulnerabilitatea persoanelor afectate de război către perceperea acestora ca factori de risc socioeconomic şi identitar. Cercetarea evidenţiază astfel rolul limbajului în reproducerea stereotipurilor şi în configurarea frontierelor simbolice dintre comunitatea gazdă şi grupurile percepute ca exterioare acesteia.

Cuvinte-cheie: alteritate, stereotipizare, refugiaţi ucraineni, reprezentări discursive, metaforă conceptuală,

Călugăreanu Dumitru

CYBERATTACKS AS AN INSTRUMENT OF HYBRID WARFARE IMPLICATIONS FOR THE IDENTITY, SECURITY AND RESILIENCE OF CONTEMPORARY SOCIETIES

The growing digitalization of contemporary societies has transformed the nature of security threats, making cyberspace an increasingly important domain of hybrid warfare. Cyberattacks, combined with disinformation campaigns and other forms of information manipulation, can undermine institutional trust, disrupt public services, and influence social cohesion and perceptions of national identity. This paper aims to examine cyberattacks as an instrument of hybrid warfare, focusing on their implications for the security, identity, and resilience of contemporary societies. Particular attention is given to the relationship between cybersecurity threats and information operations, as well as to the ways in which digital technologies can be exploited to spread misleading narratives, intensify social polarization, and weaken public confidence in democratic institutions. The research adopts a qualitative approach based on the analysis of academic literature, publicly available cybersecurity reports, and relevant policy documents. The Republic of Moldova is considered as a potential case study due to its regional geopolitical context and the importance of information security for societal resilience. The analysis distinguishes between cyberattacks targeting digital systems and information operations targeting public perceptions, while examining how these activities may interact within broader hybrid strategies. The paper also explores possible responses, including strengthening cybersecurity frameworks, promoting media literacy, encouraging critical thinking, and enhancing cooperation between public institutions, educational organizations, and civil society. The study argues that addressing hybrid threats requires an interdisciplinary perspective that connects technological security with social, cultural, and institutional resilience. Protecting contemporary societies therefore involves not only safeguarding digital infrastructure but also preserving public trust, informational integrity, and the capacity of citizens to critically evaluate information.

Keywords: Cyberattacks, Hybrid Warfare, Cybersecurity, Disinformation, Societal Resilience

Cazac Maria-Lucreția

FROM 'CEFALEE' TO 'MĂ DOARE CAPUL': DEX OR ARTIFICIAL INTELLIGENCE? EXPLAINING MEDICAL TERMS TO INTERNATIONAL STUDENTS OF ROMANIAN

International students of medicine in Romania increasingly rely on generative artificial intelligence tools, rather than traditional dictionaries, to understand the specialized vocabulary they encounter in lectures, textbooks and clinical settings. This shift raises an important question for teachers of Romanian as a foreign language: how accurate and how useful are the explanations these tools provide? This paper examines artificial intelligence as a medical dictionary for international students. It focuses on three aspects essential for communication with patients: the meaning of medical terms, their structure and their colloquial equivalents, from the medical term 'cefalee' (‘cephalalgia’) to the everyday expression 'mă doare capul' (‘my head hurts’). The study is based on a corpus of 20 medical terms frequently encountered in the first years of study, such as dispnee, tahicardie and hepatită. It compares the explanations provided by three AI tools (ChatGPT, Gemini and Claude) in response to an identical request: to explain each term for a student at A2–B1 level by giving a simple definition, the expression a patient might use, an analysis of the word’s Greek or Latin elements and an example sentence. These explanations are compared with the corresponding entries in the Explanatory Dictionary of the Romanian Language (DEX), in order to identify what each resource offers learners in terms of accuracy and accessibility. The evaluation grid covers semantic accuracy, adequacy to the learner’s level, the correctness of the colloquial equivalents and the accuracy of the morphological analysis. Particular attention is paid to word formation, since understanding elements such as 'cefal-', '-ită' or 'tahi-' enables learners to decode dozens of new terms.

Cuvinte-cheie: Romanian as a foreign language; medical terminology; artificial intelligence; lexicography; word formation

Natalia Cazacu

DEVELOPING EMOTIONAL LANGUAGE IN PRIMARY SCHOOL STUDENTS THROUGH STORIES FROM DIFFERENT CULTURES

This article explores ways of developing emotional language in primary school pupils by utilising stories selected from different cultures, within the context of intercultural education and emotional regulation. The relevance of this topic stems from the need to diversify educational resources that help to enrich emotional vocabulary, enable the appropriate expression of feelings, and foster an understanding of others' emotions. Stories are a valuable resource for primary education, as they present real-life situations, relationships and character behaviours that can be analysed and discussed as part of teaching activities. This article highlights the ways in which reading and discussing stories can help children recognise and name emotions, explain their causes, distinguish between different emotional states, and formulate appropriate responses to various situations. Particular attention is paid to the role of the questions posed by the teacher, to discussions about the characters' emotional experiences, and to comparing their reactions in different narrative situations. Examples are also provided of teaching tasks that are accessible and easy to integrate into reading and communication activities, aimed at enriching emotional vocabulary and fostering the nuanced expression of emotions. The analysis highlights the fact that the educational value of stories is underpinned by their content, by the way in which the teacher structures the discussions, and by the opportunities offered to pupils to express their emotions verbally. The formative value of stories from different cultures is emphasised in creating contexts conducive to the development of emotional language, as a resource for understanding affective experiences and supporting emotional regulation in the school environment.

Cuvinte-cheie: emotional language, emotional vocabulary, stories from different cultures, intercultural education, emotional discipline.

Mariana Chihae

CULTURAL AND PSYCHOSOCIAL DIMENSIONS OF WELL-BEING AMONG SOCIAL CARE WORKERS

In contemporary specialized literature, the profession of social worker is recognized as being highly vulnerable to occupational stress and professional burnout. In this context, the analysis of protective factors for mental health becomes a theoretical and practical priority. Self-esteem and well-being are two fundamental concepts that are often analyzed in an interdependent relationship in occupational psychology and sociology. This paper is an argumentative article that aims to analyze and synthesize the specialized literature on the relationship between self-esteem and well-being among social care workers, while also integrating at the same time, the socio-cultural dimensions that shape this dynamic. The analytical approach is based on an integrative review of the national and international specialized literature national and international literature from recent decades. The main theoretical models of well-being (subjective and psychological) theoretical models of well-being (subjective and psychological) and of self-esteem is analyzed, examining how cultural and institutional environmental factors institutional factors influence the self-perception of social workers. The theoretical analysis highlights the fact that self-esteem functions as a crucial psycho-emotional mediator between the demands specific to the work environment in social work and overall well-being. The literature confirms that a strengthened self-esteem enhances individual resilience, while a socio-cultural environment socio-cultural environment that values the profession enhances well-being and reduces the risk of professional burnout. The paper provides a systematized conceptual framework that substantiates the need for a reassessment of the psychosocial support provided to social workers. It is concluded that occupational health policies must integrate programs aimed at towards strengthening self-esteem, approached not only as an individual resource, but also as a socio-culturally influenced construct.

Keywords: well-being, self-esteem, social work, psychosocial dimensions, occupational health

Oxana Chira

ANTONYMY AND SEMANTIC CONTRASTS IN GERMAN AND ROMANIAN GASTRONOMIC VOCABULARY

Gastronomic vocabulary is a lexico-semantic field in which taste terms reflect both sensory properties and culturally shaped patterns of perception and evaluation. This paper examines antonymic relations and semantic contrasts in German and Romanian gastronomic vocabulary from a contrastive perspective, with the aim of identifying their lexical, contextual and cultural particularities. The study focuses on the taste adjectives süß, sauer, salzig, bitter, scharf and their Romanian equivalents dulce, acru, sărat, amar, iute. The research has several objectives: to identify and classify semantic oppositions, to distinguish lexical antonymy from sensory taste contrasts, and to analyse compound taste designations and metaphorical meaning transfers. The material consists of selected lexical units and word combinations drawn from monolingual and bilingual dictionaries, specialised gastronomic glossaries, traditional and modern recipes, and culinary texts in German and Romanian. Methodologically, the study relies on contrastive lexico-semantic analysis, componential analysis, contextual meaning analysis and the classification of semantic relations. Particular attention is paid to combinations such as süß-sauer / dulce-acrișor, süß-salzig / dulce-sărat and süß-scharf / dulce-iute, in which different taste properties function not as strict antonyms but as complementary sensory features. Metaphorical and phraseological uses of taste terms that convey emotional and evaluative meanings beyond the gastronomic context are also considered. At the conceptual level, the study shows that semantic oppositions in gastronomic vocabulary are not determined solely by traditional antonymic relations, but also by context-dependent contrasts, sensory combinations and culturally shaped meaning transfers. The contrastive analysis of German and Romanian makes it possible to identify shared semantic structures as well as potential language- and culture-specific differences in the conceptualisation of taste.

Keywords: antonymy, semantic contrasts, gastronomic vocabulary, taste adjectives, contrastive semantics, German, Romanian

Arina Chirila

FROM AUTHENTIC TEXT TO LEARNING EXPERIENCE: ARTIFICIAL INTELLIGENCE AND INSTRUCTIONAL DESIGN FOR ADVANCED LEVELS OF ROMANIAN AS A FOREIGN LANGUAGE

Authentic materials are central to communicative language teaching, yet their pedagogical value does not arise from authenticity alone. Transforming a text or audiovisual document into a meaningful learning experience requires deliberate decisions about its communicative context, linguistic complexity, learning objectives, and the tasks through which learners engage with it. At advanced proficiency levels, this process must move beyond comprehension towards interpretation, critical reflection, mediation, and independent language use. Drawing on foundational research on authenticity and instructional materials development by Breen, Mishan, Gilmore, and Tomlinson, alongside the action-oriented perspective of the Common European Framework of Reference for Languages, this paper examines how generative artificial intelligence can support the instructional design of Romanian as a Foreign Language at B2–C1 levels. Rather than treating AI as an autonomous producer of exercises, the study considers it a tool used within a teacher-directed process grounded in methodological principles. The applied component draws on the development of an advanced Romanian course built around authentic audiovisual sources. Through examples of lesson design, the paper traces how AI can assist with analysing source materials, identifying teachable linguistic and cultural features, defining objectives, creating contextualised comprehension tasks, developing vocabulary and discourse-focused activities, and designing opportunities for interaction, mediation, and transfer to unfamiliar communicative situations. Particular attention is paid to features of authentic Romanian discourse, including register variation, pragmatic meanings, idiomatic expressions, and culturally situated references, which require sustained pedagogical judgement. The paper also considers the limits of AI-generated proposals and the teacher's responsibility for verifying linguistic accuracy, preserving communicative authenticity, and ensuring coherence across activities. It proposes a framework for AI-assisted instructional design in which technological support expands the range of pedagogical options without replacing teacher expertise. This framework positions authenticity not merely as a property of input, but as a quality of the learning experience.

Keywords: Romanian as a Foreign Language, authentic materials, generative artificial intelligence, instructional design, task authenticity, advanced language proficiency

Georgiana Ciobotaru

THE IMPACT OF NEW TECHNOLOGIES ON THE DEVELOPMENT OF INTERCULTURAL COMMUNICATION COMPETENCE

The development of digital technologies in the contemporary era entails a significant paradigm shift, influencing how people communicate, interact, and relate to individuals from diverse cultural backgrounds. In an increasingly interconnected world, intercultural communication competence has become a fundamental skill within educational and socio-professional environments. This article analyzes the impact of new technologies on the development of intercultural communication competence, focusing on opportunities provided by digital platforms, social networks, virtual exchanges, online collaborative environments, and artificial intelligence-assisted learning tools. The paper explores how technology-mediated interactions can facilitate exposure to diverse cultural perspectives, promote intercultural awareness, and develop learners' capacity to interpret cultural differences, mediate meanings, and communicate effectively across linguistic and cultural barriers. The target group for this study consists of 100 students enrolled in a preparatory program for the Romanian language during the 2026–2027 academic year, observed during their initial weeks of socio-cultural integration into our university's academic environment.

Keywords: across linguistic, cultural boundaries, new technologies;

Dimitris Ghelmez Cioc

MEMES AS A SOCIAL AND CULTURAL PHENOMENON

My paper explores memes and AI-generated content as social and cultural phenomena in contemporary digital communication. I examined how internet memes shape collective identity, influence public opinion, and reflect societal values, beliefs, and conflicts. Particular attention was given to the evolution of memes from humorous online expressions into tools for political communication, propaganda, and cultural commentary. The study also investigates the relationship between artificial intelligence and brainrot content, highlighting the implications of automated content creation and dissemination. Ultimately, the paper aims to demonstrate how memes contribute to the construction and transformation of digital culture, to highlight the differences between memes and AI generated brainrot and to bring a clear warning as to what mass consumption of brainrot content can cause.

Keywords: memes, brainrot, AI Content

Ciocoi Tatiana

DAVID WAGNER: PSIHOGEOGRAFIA MARILOR ORAŞE. BERLIN ŞI BUCUREŞTI

Articolul de faţă reprezintă o analiză a conceptului contemporan de „flaneur” în baza romanelor lui David wagner „Verlaufen in Berlin” (2021) şi „Romania” (2018). Metoda de creaţie a lui David Wagner este pusă în corelaţie cu tradiţia germană a „ştiinţei de a rătăci într-un oraş”, începută de Walter Benjamin şi Franz Hessel, şi dezvoltată ulterior în studiile de „promenadologie” (Spaziergangwissenschaft) ale sociologului elveţian Lucius Burckhardt. David Wagner aplică tehnica promenadologiei în explorarea spaţiilor urbane ale Berlinului şi Bucureştiului, oferind o viziune particulară asupra peisajului urban şi a conceptului de „vieţuire” în oraş. Ca tehnică ludic-constructivă de a rătăci prin oraş, promenadologia evidenţiază modul în care efectul geografic (locul, ambianţa, arhitectura, infrastructura, mobilierul stradal etc.) condiţionează şi modifică psihologia umană. Analiza conduce la concluzia că această interacţiune estetică nemijlocită cu spaţiul rezidenţial, în care personajul narator se oglindeşte şi îşi recunoaşte propriile trăsături, reprezintă o varietate contemporană a romanului urban.

Cuvinte-cheie: Flaneur, promenadologie, psihogeografie, spaţiu, vieţuire, roman urban

Patricia Antonela Cîrdei

PERSONAL NARRATIVE AS A RESOURCE FOR PEDAGOGICAL COUNSELLING IN MANAGING ASSESSMENT-RELATED STRESS AMONG ADOLESCENTS

School assessment-related stress represents a significant challenge in adolescent development, affecting emotional well-being, self-confidence, motivation to learn, and academic performance. In this context, pedagogical counselling aims to identify students' socio-emotional needs and develop adaptive strategies for managing assessment situations. The article examines the role of personal narrative as a pedagogical counselling resource for managing assessment-related stress among adolescents. Personal narrative provides adolescents with the opportunity to recount and interpret experiences associated with assessment, identify factors that generate tension, and become aware of their own cognitive, emotional, and behavioural responses. Through recounting experiences of success and failure, keeping reflective journals, and engaging in narrative reconstruction exercises, students can examine the meanings they attribute to academic performance, reconsider negative perceptions of mistakes, and identify personal resources for overcoming difficulties. Within pedagogical counselling, these strategies can facilitate dialogue between adolescents and counsellors, contributing to the development of a relational climate based on trust, acceptance, and authentic communication. At the same time, the use of personal narrative requires interventions to be adapted to adolescents' age-related characteristics, individual experiences, and emotional readiness, while respecting confidentiality and their right to decide which experiences to share. The article highlights the relevance of integrating narrative strategies into pedagogical counselling activities without considering them a substitute for other forms of psychopedagogical support.

Keywords: personal narrative, pedagogical counselling, assessment-related stress, adolescents, emotional self-regulation, personal reflection, school assessment.

Inna Colenciuc

THE LANGUAGE OF MONEY: A CONTRASTIVE STUDY OF INFORMAL VOCABULARY IN ENGLISH, ROMANIAN AND RUSSIAN

The language of money represents a dynamic and culturally significant component of informal communication, reflecting speakers' attitudes toward wealth, financial activities, social status, and economic relationships. This article aims to investigate the lexical, semantic, and pragmatic features of money-related informal vocabulary in English, Romanian, and Russian, adopting a contrastive linguistic approach. The study focuses on colloquial expressions, slang words, and idiomatic units used to refer to money, examining their meanings, structural characteristics, expressive potential, and cultural connotations. The research is based on a qualitative contrastive methodology combining lexical-semantic analysis, componential analysis, contextual interpretation, and comparative examination of language-specific examples. The English vocabulary of money includes expressions such as bucks, dough, cash, moolah, cheddar, and greenbacks, which illustrate the diversity of informal naming practices and the role of metaphor, metonymy, and semantic extension in lexical formation. The Romanian and Russian languages also employ a variety of colloquial and slang expressions for money, whose meanings and usage patterns reflect specific cultural associations, historical experiences, and contemporary communicative practices. Comparing these lexical units makes it possible to identify similarities and differences in their semantic structures, stylistic markedness, frequency of use, and pragmatic functions. Particular attention is paid to the mechanisms of lexical innovation, including metaphorization, semantic shifts, borrowing, and the influence of popular culture and digital communication. The study also considers the challenges of translating money-related slang between the three languages, especially when expressions lack direct equivalents or convey culture-specific meanings and emotional nuances. The findings are expected to demonstrate that, despite the universal economic concept of money, its informal verbal representation varies considerably across linguistic and cultural contexts. At the same time, shared metaphorical patterns and communicative purposes reveal important cross-linguistic parallels. The research contributes to contrastive lexicology, sociolinguistics, and translation studies by highlighting the relationship between language, culture, and everyday economic experience.

Keywords: money-related vocabulary, informal language, slang, contrastive linguistics, English, semantics

Doina Corobcean

THE USE OF AI-BASED CHATBOTS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN ROMANIAN AS A FOREIGN/NON-NATIVE LANGUAGE

The development of artificial intelligence technologies has significantly transformed language teaching and learning practices, and conversational chatbots are becoming increasingly common in educational contexts. This article examines the pedagogical potential of chatbots based on large language models in developing communicative competence in Romanian as a foreign/non-native language (RFL/RNNL). The theoretical framework draws on the Interaction Hypothesis, the Comprehensible Input theory, and the communicative approach, as well as on the descriptors of the Common European Framework of Reference for Languages (CEFR). The study adopts a mixed-methods design, combining the analysis of learner–chatbot interactions with questionnaires on learners' perceptions, administered to a group of international students at A2–B1 level. Participants interacted with the chatbot over several weeks through guided conversation tasks, role-plays, and written text correction. The results indicate increased confidence in oral and written expression, greater willingness to communicate, and improved grammatical accuracy and lexical variety. The chatbot offers accessible practice at any time, immediate feedback, and a low-anxiety environment. At the same time, important limitations emerge errors in the use of inflectional forms and diacritics, inaccurate grammatical explanations, a lack of cultural sensitivity, and the risk of over-reliance on technology. The article concludes that chatbots can be a valuable complementary tool rather than a substitute for the teacher, and that their effective integration requires well-designed tasks, pedagogical guidance, and the development of learners' critical skills in evaluating AI-generated responses.

Keywords: artificial intelligence; chatbots; communicative competence; Romanian as a foreign language; second language acquisition; automated feedback; large language models.

Dragana Ćorić

THE SIGNIFICANCE OF THE LAW AND LITERATURE MOVEMENT

The Law and Literature movement represents the intersection of two important social sciences, which seem to have nothing in common. Although it originated within the Anglo-American legal system, in recent years it has been spreading and has been applied in the practice of the European Court of Human Rights as well as in other national courts. In the paper/presentation, the author presents the ways in which law and literature refine, influence and improve each other such as : literature in law, law in literature, law as literature, law on literature, etc. Their relationship is not a balance of power and subjugation, but a relationship of cooperation and support. The key thing that unites law and literature is language, as a basic means of communication and a means of transferring the content of human consciousness to others. Language evolves constantly, so law and literature evolve along with it, and find new values they jointly want to preserve. Through the use of language, both law and literature insert numerous cultural, moral and other social patterns into their contents. Their intersection is therefore not a matter of theory, but of cultural practice, which brings reality and the fictional reality offered by literature, i.e. desirable behaviors that promote the right, closer together. That's why it's important to familiarize yourself with the history and development of the law and literature movement, since it gives insight into connections that we didn't even think were possible and inspires the development of both areas through mutual interaction. The works of James Boyd White, as well as Richard Posner, are significant beacons of this new thought

Keywords: Law, Literature, Language, Culture,Cooperation

Andreea Madalina Cosma

NAVIGATING ENGLISH LANGUAGE LEARNERS' MOTIVATIONAL DECLINE IN TRANSITION YEARS OF STUDY

Educational transitions can reshape students' confidence, priorities, and willingness to engage in language learning. This presentation explores potential reasons for declining motivation among English language learners during the transition from Grade 8 to Grade 9, with particular attention to the Romanian educational context and mathematics and computer science pathways. Drawing on self-determination theory, expectancy–value theory, stage–environment fit, and the L2 Motivational Self System, the presentation examines how perceived competence, autonomy, belonging, task relevance, and future language identities may influence engagement. It considers how competing academic priorities in Grade 8 and adjustment to unfamiliar expectations in Grade 9 may require different teaching responses. The discussion proposes practical strategies, including structured learner choice, achievable communicative goals, differentiated support, collaborative tasks, and formative feedback followed by revision. These approaches aim to make participation more accessible and progress more visible while maintaining appropriate challenge. A proposed classroom inquiry combines learner questionnaires, reflections, observations, and language tasks to investigate local motivational patterns. No empirical findings are reported. The presentation argues that motivational support should be embedded in everyday teaching and informed by learners' experiences. It invites teachers to examine disengagement as a response to changing learning conditions and to evaluate classroom adjustments systematically over time.

Keywords: learner motivation; English language teaching; educational transitions; learner autonomy; formative assessment

Costache Elena-Bianca

COLLABORATIVE LEARNING STRATEGIES IN PRIMARY AND SECONDARY EDUCATION

This study examines the role of collaborative learning strategies in developing English language skills among primary and lower secondary school students. It explores their potential to improve communicative competence, motivation, classroom participation, and confidence in using English. The research involved two groups of learners: 16 third-grade pupils and 18 sixth-grade pupils. Conducted during the 2025–2026 school year, the study included an initial assessment, a series of collaborative tasks, and a final assessment. Learners' progress was evaluated across the four language skills: listening, speaking, reading, and writing. Assessment results were complemented by classroom observations of student interaction and engagement. The activities integrated various collaborative techniques, such as role-play, Gallery Walk, Think–Pair–Share, jigsaw tasks, group discussions, and project-based learning. Adapted to learners' ages, proficiency levels, and educational needs, these tasks encouraged the exchange of ideas, negotiation of meaning, collective problem-solving, and shared responsibility for learning. The findings suggest improvements in students' language performance and classroom engagement. Collaborative tasks supported vocabulary development, grammatical accuracy, writing skills, speaking fluency, and willingness to communicate in English. Peer interaction also fostered cooperation, mutual support, and learner autonomy. Moreover, the study highlights the importance of tailoring activities to different educational stages and language proficiency levels. Overall, the research supports the use of collaborative learning as a pedagogical approach to English language teaching. When carefully planned and adapted to learners' needs, collaborative tasks can contribute to language development while strengthening interpersonal skills and encouraging active involvement in the learning process.

Keywords: collaborative learning, English language teaching, language skills

Iraida Costin

THE POSTMODERN REWRITING OF THE CREANGĂ TRADITION IN BESSARABIAN PROSE: INTERTEXTUALITY, PARODY, AND METANARRATION

This article examines the postmodern rewriting of the Creanga tradition in Bessarabian prose through the lens of intertextuality, parody, and metanarration. It explores how orality, humour, and the storyteller's voice are reinterpreted through textual play, irony, and reflection on the act of narration. The comparative approach seeks to identify the dialogue with Ion Creanga's work and analyse the transformation of traditional storytelling models. Parody is approached as a means of creatively reassessing literary heritage, while metanarration is understood as a technique for foregrounding the conventions of fiction. The study offers a perspective on the relationship between tradition and innovation, examining the role of references to Creanga in the construction of meaning and the exploration of cultural identity.

Cuvinte-cheie: Creanga tradition, postmodern Bessarabian prose, intertextuality, parody, metanarration.

Ana Cozari

CONTEXTUALIZED LEARNING OF VETERINARY MEDICAL TERMINOLOGY IN THE TEACHING OF ROMANIAN AS A NON-NATIVE LANGUAGE

In the context of the internationalization of higher education, teaching Romanian to students for whom it is not a mother tongue requires the adaptation of teaching strategies to their academic and professional communication needs. Particular importance is attached to the acquisition of specialized terminology, which serves as an essential tool for understanding subject-specific content and developing the skills necessary for integration into the academic and professional environment. In this regard, the article addresses the issue of contextualized learning of veterinary medical terminology in the process of teaching Romanian as a non-native language. The aim of the research is to highlight the value of the contextualized approach to teaching and learning veterinary medical terms by integrating them into concrete communication situations. The didactic approach is based on the premise that isolated memorization of terms does not always ensure an adequate understanding of their meaning or their appropriate use. Therefore, learning specialized vocabulary requires associating terms with accessible definitions, images, explanations, usage examples, and communicative contexts relevant to the field of veterinary medicine. The article highlights the potential of interactive teaching strategies, such as matching terms with their corresponding definitions, completing sentences, constructing dialogues, analyzing clinical cases, simulating veterinary consultations, and writing short animal examination reports. These activities can contribute to consolidating specialized vocabulary, developing lexical competence, and fostering the ability to use Romanian functionally in academic and professional contexts. The proposed approach aims to capitalize on the relationship between general language and specialized language, while encouraging students' active participation in the learning process. Thus, contextualized learning of veterinary medical terminology represents a relevant didactic approach to improving Romanian language teaching and supporting the professional training of students in the field of veterinary medicine.

Keywords: Veterinary medical terminology, contextualized learning, Romanian as a non-native language, teaching strategies, professional communication.

Crijevițchi Oxana

ARTIFICIAL INTELLIGENCE AND THE INTERNATIONALIZATION OF HIGHER EDUCATION: PEDAGOGICAL CONDITIONS FOR DEVELOPING GLOBAL COMPETENCE IN MOLDOVAN UNIVERSITIES

Artificial intelligence can support access to international knowledge, multilingual communication and feedback, yet these functions do not by themselves establish the development of global competence. This article examines the pedagogical conditions under which generative artificial intelligence can contribute to the internationalization of learning in Moldovan universities. A focused integrative review combines conceptual scholarship, selected empirical studies and qualitative analysis of the Republic of Moldova's Programme for the Internationalization of Higher Education for 2026-2028. The synthesis connects internationalization at home, constructive alignment, global competence and critical AI literacy. It proposes six interdependent conditions: explicit curricular alignment; critical evaluation of AI output; reciprocal intercultural collaboration; equitable multilingual participation; teacher mediation with progressively reduced support; and assessment that distinguishes assisted performance from independent transfer. An illustrative module for teacher education and a matrix of observable learning evidence translate these conditions into educational practice. The article's contribution is an analytical framework explaining how AI assistance can be connected to intercultural dialogue and accountable student judgement. Three propositions guide subsequent empirical testing. The framework is a theoretically grounded design proposal; its effectiveness and feasibility in Moldovan universities require local investigation. Internationalization should therefore be evaluated through what students can explain, negotiate and apply, alongside their opportunities to participate.

Cuvinte-cheie: artificial intelligence; internationalization of higher education; global competence; critical AI literacy; intercultural learning; Moldovan universities; pedagogical conditions

Gafu Maria Cristina

EXPLORING ADVANTAGES/DISADVANTAGES OF ARTIFICIAL INTELLIGENCE IN TEACHING THE ROMANIAN CULTURE AND CIVILISATION COURSE WITHIN MULTICULTURAL CLASSES

During the last decades there has been noticed an increasingly diversification of the information/communication channels and an important shift from resorting to the traditional ones to accessing means and media of communication supported by advanced technologies (mobile applications, virtual reality devices, augmented reality software, messaging and VoIP services, social media platforms, systems connected to artificial intelligence). One of the controversies targeting humanity globally is the presence of the large-scale use of artificial intelligence (in the most varied fields, from science, technology, education to the sphere of people's daily existence). The field of education and training activities of any type is increasingly affected by the temptation of more comfortable, faster access to information and also the desire to easily and successfully face the challenges of work requirements within the teaching-learning process. However, both teachers and students may benefit from a correctly dosed, carefully planned use (in the sense of an inspired selection of information, a rigorous organization and structuring of the contents, the choice of the most appropriate AI tools, etc.) of the different AI platform. Integrating AI and platforms (such as, for example, Google Arts & Culture) in a multicultural class teaching context may enrich the Romanian culture and civilisation transfer of knowledge by providing accessible, visual, and interactive cultural heritage materials. The paper aims to present the results of an experiment developed during the 2025-2026 academic year with the students attending preparatory year within Petroleum-Gas University o Ploiesti. The hypothesis from which the case study started was that, in addition to the disadvantages, the use of artificial intelligence within the Romanian culture and civilization course can also present a series of advantages such as, for example, visual and universal accessibility, interactive gamification, cognitive bridging etc.

Keywords: artificial intelligence, culture and civilisation, multicultural contexts, AI instruments and platforms

Marinovschi Cristina

THE REFLECTIVE EARLY CHILDHOOD TEACHER AS AN INTERCULTURAL MEDIATOR OF FOLK TRADITIONS.

In the context of contemporary educational transformations, the valorization of cultural heritage in early childhood education represents an opportunity to develop children's cultural identity and foster respect for cultural diversity. In this process, the educator plays an essential role in transmitting folk traditions and customs, as well as in facilitating an understanding of their meanings and the values they express. This article elucidates the role of the reflective educator in the intercultural mediation of folk traditions and highlights the importance of pedagogical reflection in their integration into early childhood education. The proposed approach is based on a conceptual analysis of pedagogical reflection, intercultural mediation, and the valorization of cultural heritage in early childhood education. It emphasizes that reflective educators analyze and evaluate their teaching practices, consciously select cultural resources, and adapt learning experiences to children's individual characteristics and the diversity of their family backgrounds. Furthermore, the article highlights the contribution of pedagogical reflection to moving beyond predominantly reproductive approaches and designing educational activities based on dialogue, exploration, comparison, and the appreciation of cultural diversity. Thus, the reflective educator becomes an active mediator of cultural heritage, facilitating the integration of folk traditions into children's learning experiences and contributing to the development of cultural identity, mutual respect, and intercultural openness from early childhood.

Keywords: reflective educator, pedagogical reflection, intercultural mediation, folk traditions, cultural heritage, early childhood education

Cristina Cucoș

GASTRONOMIC TERMINOLOGY IN MULTILINGUAL MENUS: A CONTRASTIVE ANALYSIS

In the context of international mobility and the diversification of intercultural communication, multilingual menus constitute a valuable resource for investigating gastronomic terminology and the linguistic representation of culinary culture. By using several languages simultaneously, these menus facilitate access to gastronomic offerings while also highlighting lexical, semantic, and cultural differences between linguistic systems. Translating dish names does not always involve identifying a direct equivalent, as certain terminological units refer to products specific to a particular community and incorporate references to traditions, ingredients, or preparation techniques. This paper aims to conduct a contrastive analysis of gastronomic terminology in menus written in Romanian and German, focusing on similarities and differences in the names of dishes, ingredients, and food products. The methodological approach is based on the collection and examination of a corpus of multilingual menus selected according to data availability, the diversity of food service establishments, and the relevance of the linguistic material. The analysis focuses on the lexical structure of terms, the degree of cross-linguistic equivalence, the use of borrowings and culturally specific names, as well as the translation strategies employed to convey gastronomic information. Particular attention is paid to cases in which literal translation fails to fully convey the semantic content or cultural dimension of the source term. In such cases, explanatory translation, adaptation, or the retention of the original name may help preserve the identity of the dish and facilitate its understanding by the target audience. The study seeks to highlight the role of multilingual menus as authentic sources for terminological research and for understanding the relationship between language, culture, and gastronomic practices. The research is expected to contribute to the identification of translation patterns and to the improvement of intercultural communication in the gastronomic field.

Keywords: gastronomic terminology, multilingual menus, contrastive analysis, cross-linguistic equivalence, translation, Romanian, German.

Uliana Culea

DESIGNING CLIL TASKS FOR INTERCULTURAL MEDIATION IN INITIAL FOREIGN LANGUAGE TEACHER EDUCATION

Preparing future foreign language teachers to facilitate understanding across linguistic and cultural boundaries requires learning experiences that integrate subject knowledge, language development and critical cultural reflection. This conceptual and methodological article proposes a framework for designing Content and Language Integrated Learning (CLIL) tasks to support intercultural mediation in initial foreign language teacher education. It addresses the challenge of translating mediation principles into learning tasks with explicit content, language and intercultural objectives. The framework draws on the CEFR Companion Volume (2020), CLIL pedagogy and plurilingual approaches to language education. It connects the selection of culturally situated content with the identification of learners' communicative needs, the strategic use of their linguistic resources, appropriate scaffolding and explicit assessment criteria. Proposed tasks require students to interpret contrasting cultural representations, explain culturally embedded concepts and adapt information for audiences with different linguistic and cultural backgrounds. The proposed learning sequence comprises engagement with authentic materials, collaborative interpretation, intercultural mediation and reflective analysis informed by peer feedback. Cultural heritage and educational traditions provide illustrative content areas. Students consult sources in different languages, discuss alternative interpretations and formulate explanations in the target language. Guided reflection links their experiences as learners to their emerging professional practices. Particular attention is paid to questioning stereotypical representations, distinguishing cultural description from critical interpretation and preserving CLIL's dual focus on content and language learning. Assessment focuses on accurate representation of subject knowledge, critical engagement with different perspectives, the appropriateness of explanations for the intended audience and the purposeful use of mediation strategies. The criteria can inform formative feedback and subsequent task refinement. The framework offers practical principles for integrating intercultural mediation into CLIL task design. It is intended to support teacher educators in adapting CLIL tasks to their teaching contexts and to help future teachers connect plurilingual resources, intercultural understanding and pedagogical practice.

Cuvinte-cheie: CLIL; intercultural mediation; task design; initial teacher education; plurilingualism.

Curcă Mirela

MULTILINGUALISM BETWEEN POLICY AND PRACTICE: LANGUAGE CHOICE, IDENTITY, AND EDUCATION

In an increasingly interconnected world, multilingualism has become a defining feature of contemporary societies, raising significant questions about language policy, individual identity, and educational practices. This paper explores the relationship between institutional approaches to linguistic diversity and the ways in which multilingualism is experienced, negotiated, and expressed in everyday communication and educational contexts. Particular attention is given to the tensions between official language policies and actual linguistic practices, highlighting the role of language choice in constructing individual and collective identities. From a sociolinguistic and educational perspective, the study examines how linguistic hierarchies, cultural belonging, and social expectations influence language use and shape opportunities for inclusion and participation.

Keywords: multilingualism, language policy, language choice, linguistic identity, education, sociolinguistics, intercultural communication.

Cristina Dafinoiu

INTERDISCIPLINARY APPROACH IN TEACHING ROMANIAN AS A FOREIGN LANGUAGE

In the context of globalization, increasing international academic mobility, and the growing diversity of contemporary educational environments, interdisciplinarity has become an essential dimension of modern language teaching. The acquisition of a foreign language can no longer be understood exclusively as the development of grammatical, lexical, and communicative competences, but must also involve the integration of cultural, historical, social, and professional knowledge. From this perspective, teaching Romanian as a foreign language requires pedagogical approaches that connect linguistic learning with broader areas of knowledge and authentic communicative situations. This paper aims to examine the potential of interdisciplinary approaches in teaching Romanian as a foreign language, highlighting their contribution to the development of linguistic proficiency, intercultural competence, critical thinking, and learner autonomy. Attention is devoted to the integration of Romanian language instruction with literature, history, geography, cultural studies, and other academic disciplines, allowing learners to explore the relationships between language, culture, and society. Furthermore, the paper considers the relevance of interdisciplinary teaching in multicultural classrooms, where learners come from different linguistic and educational backgrounds. By establishing connections between students' previous knowledge and newly acquired linguistic and cultural information, interdisciplinary activities may facilitate comprehension, increase motivation, and encourage active participation in the learning process. The teacher's role is therefore reconsidered, moving beyond the transmission of linguistic information towards the facilitation of meaningful connections between different fields of knowledge. The paper argues that an interdisciplinary approach to teaching Romanian as a foreign language can contribute to a more comprehensive, flexible, and learner-centred educational experience. environments.

Keywords: Romanian as a foreign language, interdisciplinarity, language teaching, intercultural competence, integrated learning, communicative competence, multicultural education.

Dermenji Svetlana

LANGUAGE IDEOLOGIES AND EDUCATIONAL PRACTICES IN MULTICULTURAL SOCIETIES

This presentation explores the complex relationship between language ideologies and educational practices within multicultural societies. It examines how societal attitudes and beliefs toward language shape pedagogical approaches, curriculum design, and classroom dynamics. The study highlights the importance of fostering inclusive educational environments that value linguistic diversity, promote equitable learning opportunities, and support learners' cultural identity development in diverse sociolinguistic contexts. Attention is given to the role of teachers in addressing linguistic inequalities, challenging language-related stereotypes, and implementing culturally responsive teaching strategies that recognize students' diverse linguistic backgrounds. The presentation also emphasizes the need for educational policies and pedagogical practices that encourage intercultural dialogue, strengthen multilingual competence, and contribute to the development of inclusive and socially cohesive learning communities.

Keywords: Language ideologies, multicultural education, educational practices, linguistic diversity, multilingualism, sociolinguistics, cultural identity, inclusive pedagogy.

Carolina Dodu-Savca

DUAL FOCUS ON LITERARY CULTURE AND LANGUAGE LEARNING IN MASTER SYLLABI FOR FOREIGN LANGUAGE TEACHERS

As an academic discipline, literature has a dual focus, alternating between (a) being valued as a rich body of cultural knowledge to be acquired for its own sake and (b) being treated as a practical resource for language instruction. In fact, literature has long held an ambiguous place in teacher education. Consequently, it occupies an ambivalent position within teacher training curricula. This paper investigates this tension through a comparative examination of two successive English literature syllabi developed within a master's programme in foreign language teacher professionalisation. While the first syllabus is organised around literary culture chronologically (through historical periods, literary movements, and canonical works), the second is situated within an English Language Teaching (ELT) framework, using literary texts as a strategic resource for language learning and communicative practice (G. Hall, 2015). Rather than treating these as isolated models, we look closely at their learning outcomes, text-selection criteria, and assessment designs, emphasising one operational pivot that both share: the literary (micro)fragment. Although selected and deployed differently, these textual units consistently support close reading, critical debate, and pedagogical transposition (Bloemert et al., 2016, 2019). The fundamental difference lies in the learning trajectory: the first moves outward, from text to interpretation; the second moves inward, from a targeted fragment to task-based language teaching (Wiggins & McTighe, 2005; Ellis, 2003). Despite these, both engage with recurring thematic tensions, such as individual versus society, identity versus alterity, and centre versus margin. These motifs provide a solid foundation for intercultural interpretation and mediation, as outlined in the CEFR Companion Volume (2020). Drawing directly from curriculum design and everyday teaching practice, this paper claims that literature-oriented and language-oriented instruction should function as complementary dimensions of an integrated curriculum, in which the literary text is transformed into diverse communication resources, ranging from traditional classroom activities to multimedia formats (literary podcasts, digital book-talks, and book-trailers). Finally, the paper addresses the current limitations of this framework, noting the lack of longitudinal evidence on long-term learner outcomes.

Keywords: literary culture; teacher education; intercultural mediation; integrated teaching; literary fragment.

Drăghici Laura-Andreea

DISPUTES BETWEEN THE JUNIMISTS AND THE CONSERVATIVES. METHODS OF CONSTRUCTING POLITICAL DISCOURSE

The Conservative Party of Romania, founded in February/ March 1880, was one of the main political parties of the late 19th century. It played an important role in the governing and modernization of the Romanian State. However, its development was marked by internal tensions and different views among its leaders. This study aims to analyze these differences of opinion, highlighting the contradictory relations between the Conservative Party and the Junimist group, whose members had also taken part in the formation of the party. However, the Junimists`withdrawal from the Conservative political group is not seen as a sign of absence, but as a way of trying to promote their own ideas about the reorganization of the state. The study also examines the political discourse and strategies used by Petre P. Carp, one of the leading members of the Junimist group, during the Chamber of Deputies meeting on 30 March 1881. On this occasion, he presented his views on the reorganization of the Romanian State following its transformation into a kingdom.

Keywords: Political discourse analysis, discursive strategies, Junimist group, Conservative Party of Romania

Ema Durić

ROMANIAN AS A FOREIGN LANGUAGE INSTRUCTION: WEAVING CULTURAL CONTEXT INTO THE SERBIAN SETTING

This study explores novel approaches and engaging methods for incorporating cultural elements into Romanian as a foreign language (RFL) teaching in Serbia, especially within the diverse and multilingual environment of Vojvodina. The RFL courses offered at the Universities of Novi Sad and Belgrade are elective, with students arriving with disparate backgrounds in Romanian language and culture, which may foster stereotypes, anxiety, and a sense of linguistic inadequacy. The article discusses instructional methods aimed at tackling these issues via a contextualized cultural framework, clear and anonymous student evaluations, and a curriculum focused on students. Results demonstrate a considerable divide between language and cultural material: educational texts commonly offer inadequate cultural insights, placing instructors in the role of primary cultural facilitators and knowledge providers. Applied research findings validate pragmatic methods and practices for developing intercultural comprehension, concluding that cultural integration is vital for diminishing anxiety, strengthening confidence, and encouraging intercultural competence. The research advocates for diverse, culturally enriched materials, educators with intercultural training, and cooperation among linguists, cultural scholars, and teachers.

Keywords: Romanian as a foreign language (RFL); intercultural communicative competence; cultural integration; interactive teaching; textbook analysis

Banari Elena

DE LA LECTURĂ LA INTERPRETARE: TEHNICI INTERACTIVE DE EXPLORARE A TEXTULUI LITERAR ÎN PROCESUL EDUCAȚIONAL

Comunicarea abordează valorificarea tehnicilor interactive de explorare a textului literar în procesul educaţional, din perspectiva dezvoltării competenţelor de lectură, interpretare şi comunicare ale elevilor. Demersul investighează modalităţile prin care strategiile didactice centrate pe elev transformă lectura dintr-un act de receptare într-o experienţă activă de construire a sensurilor. Sunt analizate tehnici precum lectura anticipativă, adnotarea textului, jurnalul de lectură, harta conceptuală, cercul literar, dezbaterea interpretativă şi rescrierea creativă, evidenţiindu-se valenţele acestora în stimularea gândirii critice, a creativităţii şi a capacităţii de argumentare. Totodată, este subliniat rolul întrebărilor problematizante şi al dialogului interpretativ în descoperirea semnificaţiilor textuale şi în formularea unor perspective personale, susţinute prin argumente relevante. Abordarea propusă valorifică dimensiunea cognitivă, afectivă şi axiologică a lecturii, contribuind la formarea cititorului autonom, reflexiv şi sensibil la valorile estetice şi umane ale literaturii.

Mots-clés: text literar, lectură interactivă, interpretare, tehnici didactice, gândire critică, competenţe de lectură

Bobulet Elena

THE EXBODIED MIND IN THE ENGLISH CLASS

The presentation offers a straightforward reveal of the theories that ground on the two concepts of embodiment and exbodiment. We depict main ideas of Johnson who deems that all meaning is embodied even if it concerns meaning and thought in art, moralitu or philosophy. George Lakoff and Mark Johnson consider that metaphor is not grounded only on language, but also on thought and action. We give account of the "exbodied mind". One way of externalizing the internalized patterns of action and cognition in the LSP approach. An experiment was carried out in order to use the "exbodied" activities . The findings reveal the improvoment of the studemts' reading skills.

Keywords: embodied learning, exbodiment, conceptual metaphor.

Ghita Sinziana Anca

DEVELOPING INTERACTION SKILLS IN A1 STUDENTS

Interaction plays a central role in the English language classroom, as language is not only a means of delivering information but also an essential tool for communication, classroom management, and developing students' skills. Improving interaction is particularly important for A1 level learners, who often struggle with limited vocabulary, grammatical knowledge, and confidence. Encouraging meaningful communication helps students develop fluency, overcome difficulties, and participate more actively in learning activities. The research I conducted aimed to investigate the effectiveness of interactive activities in developing students' oral and written communication skills. The study involved 102 students from three fourth-grade classes and one fifth-grade class. While one fourth-grade class followed traditional teaching methods, the other two participated in activities specifically designed to improve interaction. Initial and final assessments measured students' progress, while observation charts monitored their participation, difficulties, achievements, and attitudes throughout the research. The activities combined communication practice with the grammar and vocabulary taught in class. Fifth-grade students completed more creative tasks, including designing posters, creating comics, and writing stories based on pictures. These activities encouraged student autonomy, creativity, collaboration, and confidence, contributing to improved fluency and a positive classroom atmosphere. Overall, the findings suggest that activities based on speech acts and politeness strategies can significantly improve A1 students' oral and written interaction skills. Most participants demonstrated progress, highlighting the importance of meaningful communication, learner autonomy, and engaging classroom experiences in supporting language acquisition and building confidence among beginner English learners throughout their educational development and beyond.

Keywords: interaction, A1 level students, communication, skills

Silvia Golubiţchi

METHODOLOGICAL ASPECTS OF TEACHING MORPHOLOGY IN PRIMARY GRADES

The teaching of morphology in primary grades aims to ensure the correct use of parts of speech in oral and written communication. To this end, students are introduced to the morphological characteristics of words, their grammatical functions, and the role they play in constructing sentences. The instructional process is based on the four methodological stages proposed by Viştian Goia, which facilitate the gradual and conscious acquisition of grammatical concepts—ranging from the observation of linguistic phenomena to the application of knowledge in new contexts. Organizing learning activities involves selecting examples appropriate for the students' age, analyzing words within relevant contexts, and drawing conclusions regarding the characteristics of the parts of speech being studied. Exercises involving identification, classification, comparison, and transformation help consolidate knowledge, foster logical thinking, and develop the ability to perceive relationships between words. Furthermore, applying morphological concepts in oral expression and the drafting of short texts facilitates the transfer of grammatical knowledge to real-life communication situations, while also promoting the development of correct and coherent expression.

Keywords: morphology, primary grades, parts of speech, methodological stages

Grigore Irina Miriam

PLAY AS A SOURCE OF WELL-BEING IN PRESCHOOL CHILDREN

Play is a fundamental activity in early childhood and one of the main means through which preschool children develop their personalities, express their emotions, and build relationships with others. This paper explores the relationship between play and children's well-being, highlighting the importance of play-based learning in early childhood education. The first part examines the concept of play from psychological, pedagogical, and cultural perspectives, drawing on the theoretical contributions of authors such as Johan Huizinga, Édouard Claparède, and Jean Château. The second part focuses on well-being in preschool children, considering its emotional, social, cognitive, and physical dimensions, as well as the influence of family and educational environments. Particular attention is given to the educator's role in supporting children's emotional balance and creating a safe, stimulating, and inclusive learning environment. The practical section illustrates how theoretical principles can be applied in kindergarten through carefully selected play activities, games, and educational projects. It emphasizes the importance of the educator's role in designing meaningful play experiences that encourage cooperation, emotional expression, creativity, autonomy, and social integration. The paper highlights play as an effective means of supporting preschool children's overall development and well-being, underlining the importance of integrating play-based approaches into everyday educational practice.

Keywords: play, well-being, preschool children, early childhood education, play-based learning

Виктор Јеремић

ПЕТАР КОЧИЋ И КРИТИКА АУСТРОУГАРСКЕ УПРАВЕ У БОСНИ И ХЕРЦЕГОВИНИ ПОЧЕТКОМ XX ВЕКА

Петар Кочић заузима истакнуто место у политичком, друштвеном и културном животу Босне и Херцеговине почетком XX века. Као књижевник, публициста и политички делатник, својим стваралаштвом и јавним ангажовањем снажно је указивао на противречности аустроугарске управе, посебно на проблеме аграрних односа, социјалну неједнакост, национално питање и тежак положај сеоског становништва. Његова критика власти није била ограничена искључиво на политичке и административне прилике, већ је обухватала и шира питања националног идентитета, очувања језика, културне самосвојности и остваривања основних грађанских и политичких права. Предмет рада представља анализа основних обележја Кочићеве критике аустроугарске власти, са посебним осврtом на његово публицистичко деловање, политичке ставове и улогу у обликовању јавног мњења. Посебна пажња биће посвећена начину на који је Кочић повезивао национално ослобођење са решавањем социјалних и аграрних питања, препознајући у положају сељаштва један од кључних проблема босанскохерцеговачког друштва. Анализом одабраних текстова објављених у листу „Отаџбина", политичких говора и књижевних остварења настојаће се да се утврде основни идејни правци његовог деловања, као и специфичности његовог критичког односа према институцијама и представницима аустроугарске власти. Истраживање се заснива на квалитативној анализи одабраних историјских извора, публицистичких текстова и релевантне историографске литературе, уз примену историјско-контекстуалног приступа. Кочићево деловање биће размотрено у ширем контексту политичких, националних и друштвених прилика у Босни и Херцеговини у периоду аустроугарске управе, са посебним осврtом на однос између политичког отпора, социјалних захтева и националне еманципације. Циљ рада је да се укаже на значај Кочићевог јавног ангажовања за разумевање политичких и друштвених процеса почетком XX века, као и на његов допринос артикулисању захтева за националним правима, социјалном правдом и политичким слободама.

Кључне речи: Петар Кочић, Босна и Херцеговина, Аустроугарска, политичка критика, аграрно питање, национални идентитет, „Отаџбина".

Grigore Simona-Luiza

FOSTERING UNIVERSAL HUMAN VALUES IN EARLY CHILDHOOD EDUCATION THROUGH STORIES

The article highlights the importance of cultivating universal human values in early childhood education through stories, with a focus on truth, goodness, beauty, peace, and a global mindset as guiding principles in shaping children's moral character. Stories serve as an educational tool that supports both language development and moral awareness, allowing preschool children to explore diverse events, relationships, and patterns of behaviour. Discussions about the plot and the characters' attitudes facilitate an understanding of the moral message: children learn to distinguish right from wrong, recognise prosocial behaviour, and understand the importance of living together in harmony. To this end, the article presents specific examples of stories and ways to use them in educational practice, highlighting the universal human values reflected in the characters' actions and relationships. This approach emphasises the contribution of stories to the acquisition of new values, the reinforcement of those already acquired, and their expression in everyday behaviour.

Keywords: Universal human values; stories; preschool children;

Hargita Horvat Futo (Horváth Futó Hargita)

CSUKA ZOLTÁN KRITIKAI MUNKÁSSÁGA A KÉT VILÁGHÁBORÚ KÖZÖTT A VAJDASÁGI LAPOKBAN ÉS AZ ARADI GENIUS FOLYÓIRATBAN

A tanulmány Csuka Zoltán (1901–1984) író, szerkesztő, kritikus és műfordító két világháború közötti kritikai munkásságát tárja fel az aradi Genius és a Vajdaságban megjelenő lapokban. Kritikusi pályája az 1920-as évek közepén bontakozott ki szorosan kapcsolódva az avantgárd mozgalmakhoz és a jugoszláviai magyar irodalom alakulástörténetének első világháború utáni periódusához. 1924-től írt recenziókat, kritikákat és ismertetéseket kortárs irodalmi és művészeti produktumokról: első kritikáját a Genius folyóirat publikálta, majd a Képes Vasárnap hetilapban, a Vajdasági Írásban, a Reggeli Újságban, az újvidéken alapított Kalangya folyóiratban és egyéb sajtóorgánumokban jelentek meg bírálatai magyar, délszláv, orosz, német és más európai szerzők műveiről. Írásaiban az esztétikai szempontok mellett szerepet kaptak a művek társadalmi, történelmi és kulturális összefüggései is. Életművében a szépirodalomtól a képzőművészeten át a társadalomtörténeti művekig terjed a kritikai skála. Csuka kulturális mediátorként aktívan formálta a vajdasági magyar irodalom kapcsolatrendszerét, kritikusi munkásságával pedig olvasóközönségének a tájékozódását.

Csuka Zoltán, kritika, avantgárd, Genius, Vajdasági Írás, Reggeli Újság, Kalangya

Crina Herteg

CONCEPTUAL METAPHORS IN BUSINESS JOURNALESE. A CORPUS-BASED ANALYSIS

The research aims to analyse the metaphorical conceptualisations of different economic phenomena such as the market, inflation, the economy. The analysis relies on a corpus which totals 600,000 words and encompasses articles selected during the period ranging from 2012 to 2016. It is populated with newspaper articles harvested from the British broadsheets The Economist, The Telegraph, The Guardian and The Financial Times. The methods consist of qualitative and quantitative analyses and combine manual and electronic processing of the corpus. The results emphasise the similarities and dissimilarities in which the economy, inflation and the market are metaphorically conceptualised, the conceptual categories, the lexical realisations of the conceptual categories, prevailing TDs and the frequency of conceptual categories.

Keywords: conceptual metaphor, corpora, business press

Mihaela Hristea

HEINRICH HEINE AND THE GERMAN FOLKLORE

In his jouth Heinrich Heine has written songs having as a model the German folklore. The volume Book of songs (Buch der Lieder) of Heinrich Heine consists of erotic poems which are written after a folk pattern. Many elements of the songs are borrowed from this poetry, especially simple language, popular words and diminutives. The specificity of the style of the book is the predilection for using onomatopoeia, archaisms, neologisms, metaphors, comparisons and personifications. The poet uses deviations from normal use of words in the sentence, namely the reversal of parts of the sentence by a pronoun or adverb. Some repetitions at the beginning or end of the verse give the poems also a strong folk note. The poems of Heine combine intelligent puns loaded with notes of irony and is characterized in particular by new rhythm, concision of the structure, joke and spiritual puns that gives it a personal touch and originality. The subtle phrases paint a more complex picture, sometimes serving to create a romantic atmosphere full of mystery and fantasy.

Keywords: folk, irony, romance, simplicity, specificity

Loredana-Nicoleta ILIE

TEACHING LITERATURE IN THE AGE OF LARGE LANGUAGE MODELS: CRITICAL THINKING THROUGH CARAGIALE AND IONESCO

The growing use of large language models (LLMs) in education is transforming the ways in which students access, interpret, and discuss literary texts. Although these tools can support learning by generating explanations, suggesting alternative readings, and facilitating comparison, their uncritical use may lead students to replace close reading and independent argumentation with ready-made interpretations. This paper explores how literature teaching can respond to these challenges through a comparative approach to Ion by I. L. Caragiale and Rhinoceros by Eugène Ionesco. Drawing on the themes of collective conformity, social pressure, and the relationship between language and reality, the paper examines how literary texts can provide opportunities to question dominant interpretations and reflect on the processes through which beliefs and judgments are formed. It proposes a pedagogical approach in which AI-generated interpretations are treated not as authoritative answers but as material for critical examination. Students can be encouraged to verify claims against textual evidence, identify contradictions, compare interpretations, and develop arguments of their own. Within this framework, the teacher acts as a mediator of critical inquiry, guiding students in the responsible use of digital tools while preserving the central role of reading, reflection, and independent judgment. The paper argues that the challenge is not simply to introduce new technologies into literature teaching, but to integrate them in ways that strengthen rather than replace students' critical engagement with literary texts.

Keywords: large language models; literature teaching; critical thinking; AI in education; I. L. Caragiale; Eugène Ionesco.

Irina Ionita

DIGITAL COMPETENCE, ACADEMIC COMMUNICATION, AND ONLINE LEARNING EXPERIENCES: A MULTIDIMENSIONAL ANALYSIS OF UNIVERSITY STUDENTS

The rapid digital transformation of higher education has redefined the way students learn, communicate, and engage in academic activities. The current study investigates the relationship between digital literacy, academic communication practices, and online learning experiences among university students. The primary objective is to explore how students perceive and use digital technologies in their academic activities and to identify the extent to which digital literacy supports communication, collaboration, and participation in higher education. This study investigates the relationship between digital competence, academic communication practices, and online learning experiences among college students. The main objective is to explore how students perceive and use digital technologies in their academic activities and to identify the extent to which digital competencies support communication, collaboration, and participation in higher education. More specifically, the research aims to: (a) assess students' self-reported levels of digital literacy; (b) analyze the frequency and types of digital communication practices used in academic contexts; and (c) examine the relationship between digital literacy, communication behaviors, and students' perceptions of online learning experiences. Data were collected via a structured online questionnaire that included questions regarding sociodemographic characteristics, digital literacy, communication practices in academic settings, and experiences related to technology-enhanced learning. The questionnaire was completed online by students from the Faculty of Letters and Sciences at the Petroleum – Gas University of Ploiesti. Quantitative statistical methods, including descriptive statistics and correlation analyses, were used to analyze the collected data in order to identify significant relationships among the variables under investigation. Preliminary results suggest that students generally report moderate to high levels of digital competence and frequent use of digital communication tools for academic purposes. Furthermore, higher levels of digital literacy appear to be associated with more active engagement in online learning activities and more positive perceptions of academic communication processes.

Keywords: digital competence, academic communication, online learning, higher education, student engagement

Ивана Иванић

ВЕШТАЧКА ИНТЕЛИГЕНЦИЈА У ОБРАЗОВАЊУ: НОВЕ МЕТОДЕ, ДИГИТАЛНЕ ТЕХНОЛОГИЈЕ И ПЕРСПЕКТИВЕ РАЗВОЈА

Убрзани развој вештачке интелигенције и савремених дигиталних технологија значајно мења образовно окружење, отварајући нове могућности за унапређивање наставних метода, индивидуализацију учења и развој дигиталних компетенција студената. Интеграција генеративне вештачке интелигенције у високо образовање истовремено покреће бројна педагошка, методичка и етичка питања, посебно у погледу самосталности у учењу, критичког мишљења, академског интегритета и квалитета стечених знања. Предмет рада јесте испитивање искустава и ставова студената о примени вештачке интелигенције у универзитетској настави, са посебним освртом на могућности њеног коришћења у усвајању знања и извршавању академских обавеза. Истраживање је конципирано као квалитативна студија заснована на полуструктурисаним усменим интервјуима са 18 студената. Основни циљ јесте сагледавање начина на које студенти користе алате вештачке интелигенције, процењују њихову корисност и поузданост и разумеју њихов утицај на сопствене стратегије учења. Посебна пажња посвећена је употреби генеративних алата приликом припреме испита, разумевања сложених наставних садржаја, израде академских задатака и самосталног истраживачког рада. Истраживање обухвата и питања критичког вредновања генерисаних информација, академске етике, ауторства и потенцијалног прекомерног ослањања на аутоматизоване системе. Предвиђена је примена тематске анализе ради идентификовања карактеристичних образаца у исказима испитаника и дубљег разумевања њихових индивидуалних искустава. Очекује се да истраживање допринесе разумевању могућности и ограничења примене вештачке интелигенције у високом образовању и пружи основу за формулисање препорука за развој иновативних наставних модела. Посебно се наглашава потреба за одговорном интеграцијом дигиталних технологија, уз очување интелектуалне аутономије студената, критичког мишљења и активне улоге наставника у образовном процесу.

Кључне речи: вештачка интелигенција, високо образовање, дигиталне технологије, иновативне наставне методе, генеративна вештачка интелигенција, дигиталне компетенције, критичко мишљење, академски интегритет, квалитативно истраживање.

Ivan Kazakov

PHONETIC CHALLENGES IN TEACHING ROMANIAN TO RUSSIAN SPEAKERS

This presentation examines specific pronunciation difficulties encountered by Russian-speaking learners of Romanian. It focuses on the vowels /o/, /ə/ (ă) and /ɨ/ (î, â), the lateral /l/, and excessive palatalization or velarization associated with first-language interference. Pronunciation examples illustrate how apparent similarities between the two languages can obscure articulatory differences. The discussion considers practical approaches to addressing these difficulties in the classroom. It argues that, although Romanian pronunciation is generally accessible to Russian speakers, certain recurrent difficulties require targeted instruction combining articulatory explanations, listening discrimination and guided practice.

Keywords: Romanian pronunciation; Russian-speaking learners; phonetic interference; pronunciation teaching.

Lașcu Tatiana

INTEGRATING CULTURAL PERSPECTIVES INTO ENGLISH LANGUAGE TEACHING THROUGH INTERDISCIPLINARY APPROACHES

English language education within the framework of globalization and increasing cultural variety is not just about promoting linguistic skills, but also about fostering cultural awareness, intercultural understanding and critical thinking skills. The fact that cultural perspectives are included as a multi-disciplinary approach to English language instruction enables the learners to grasp the interrelations between language, literature, history, and culture and to develop necessary communicative skills. The aim of this paper is to study theoretical and methodological foundations of interdisciplinary ways of integrating cultural content into the teaching of English during basic training of future teachers of the English language. The study analyzes the relationship between the linguistic, literary, historical and sociological dimensions that can help to deepen the understanding of language as a medium of communication and cultural expression. In the development of students' intercultural competence special emphasis is laid on the learning opportunities of authentic materials, literature, history, cultural differences, and interesting methods of teaching. The article reports on the utilization of interdisciplinary teaching approaches, such as content-based teaching, project-based learning, group work, and the critical analysis of cultural portrayals. The effectiveness of these strategies is assessed in terms of their potential to increase active student involvement, intensify contemplation on cultural similarities and differences, and improve skills for successful communication in multicultural contexts. The study underlines the need for a holistic method of instruction that connects language learning with broader cultural knowledge and experiences. The article argues that multidisciplinary approaches can improve English language teaching methods and help to prepare future language instructors to be culturally responsive and interculturally competent.

Keywords: interdisciplinary approaches, cultural perspectives, English language teaching, intercultural competence

Mihaela Lazović

BETWEEN GLOBAL LANGUAGE AND LOCAL CULTURE: LINGUISTIC RECONTEXTUALISATION OF CULTURE IN SERBIAN AND ROMANIAN CULTURAL EVENT NAMES

This paper examines the relationship between language, cultural identity and globalisation through a sociolinguistic analysis of cultural event names in Serbia and Romania. Building on previous research on anglicisms in Serbian cultural-event names, the study moves beyond the classification of English-derived forms to investigate language choice as a sociocultural practice. The central concept of the study, linguistic recontextualisation of culture, refers to the process through which local cultural meanings are reshaped and repositioned through language choices in contemporary cultural discourse. Particular attention is given to the ways in which local-language, English and hybrid forms contribute to representations of cultural identity and to the negotiation between local and global linguistic and cultural practices. The research is based on a comparative corpus of cultural event names collected from official event websites, cultural institution websites, tourism-promotion websites, festival and event webpages, and other online promotional materials published by event organisers and relevant cultural institutions in Serbia and Romania. The analysis focuses on language choice, hybridisation, linguistic prestige, language ideologies and the indexical meanings associated with different linguistic resources. The analysis explores how local-language, English and hybrid forms may carry and index different sociocultural meanings, including those related to cultural belonging, locality, authenticity, modernity, prestige and international orientation. The comparative perspective examines whether similar patterns of linguistic recontextualisation occur in Serbian and Romanian cultural discourse and whether English is assigned comparable or different sociocultural meanings in the two contexts. The study argues that cultural event names represent a productive site for investigating language ideologies and the negotiation of local and global identities, demonstrating how global linguistic resources can be incorporated into local cultural discourse and contribute to the reinterpretation and repositioning of local cultural meanings.

Keywords: linguistic recontextualisation, cultural event names, sociolinguistics, language choice, language ideology, indexicality, cultural identity, globalisation, English, Serbia, Romania

Axinte Luiza Lenuța

DEVELOPING INTERCULTURAL COMPETENCES THROUGH THE EDUCATIONAL USE OF FOLK CULTURE IN PRIMARY EDUCATION

This paper explores the educational potential of folk culture as a resource for developing intercultural competences in primary education. It adopts a theoretical and pedagogical approach, examining how engagement with cultural heritage can connect pupils' understanding of their own cultural background with openness towards other cultural perspectives. Particular attention is paid to folk tales, proverbs, traditional games, customs, and folk art as resources for age-appropriate learning activities. The discussion focuses on teaching strategies that move beyond the presentation of traditions towards comparison, reflection, cooperation, and respectful dialogue. Proposed activities include exploring different versions of folk tales, identifying shared values in proverbs, comparing traditional celebrations, and creating collaborative classroom projects. These approaches are considered in relation to curiosity, empathy, perspective-taking, and respect for cultural diversity. The paper also addresses the importance of avoiding stereotypes and recognising diversity within cultural communities. The central argument is that the educational value of folk culture depends on its thoughtful pedagogical use. By connecting local heritage with opportunities to encounter and discuss cultural differences, primary education can support both a sense of belonging and the development of intercultural understanding. This theoretical contribution forms part of a doctoral research project on ethnic identity formation through folk culture in primary education.

Keywords: intercultural competences; folk culture; primary education; cultural heritage; intercultural dialogue.

Laura Ioana Leon

THE ROLE OF STORYTELLING IN UNDERSTANDING HUMAN EXPERIENCE IN MEDICAL EDUCATION

Storytelling has always been an important part of human life, helping people share their experiences, emotions, and personal struggles. In medical education, storytelling can play a valuable role in helping students understand patients beyond their symptoms and diagnoses. While medical training often focuses on scientific knowledge, clinical skills, and treatment, it is equally important for future doctors to understand the human side of illness and the personal experiences of those receiving care. Through patients' stories, medical students can gain a better understanding of how illness affects people's daily lives, relationships, emotions, and hopes for the future. Listening to these experiences encourages students to become more empathetic, patient, and aware of the different challenges people face. Stories can also help students recognize that every patient has a unique background and that the same illness can affect individuals in very different ways. Storytelling can also support students in reflecting on their own experiences during medical training. Sharing personal thoughts, difficult situations, and meaningful encounters with patients can help them better understand their emotions and develop a stronger sense of responsibility. Reading literature, discussing real patient experiences, and writing personal reflections are simple ways of bringing storytelling into medical education. In a field where technology and scientific progress continue to shape healthcare, storytelling reminds future doctors that medicine is not only about treating diseases but also about caring for people. Good communication, understanding, and trust are essential parts of the relationship between doctors and patients. This paper explores the importance of storytelling in medical education and how it can help students connect medical knowledge with human experience. By learning to listen to and understand personal stories, future doctors can develop a more compassionate approach to medicine and provide care that respects both the medical and emotional needs of their patients.

Keywords: stories; medical education; patients; human experience; fiction

Stoica Liliana

DIGITAL TECHNOLOGIES AS A RESOURCE FOR SUPPORTING PERSONAL AUTONOMY IN PRESCHOOL CHILDREN

The development of personal autonomy is an important dimension of early childhood education, enabling preschool children to make choices, take responsibility for age-appropriate tasks, and develop independence in everyday activities. In the context of digital transformation, educational technologies offer new opportunities to support children's active participation and individual learning. This paper aims to examine the potential of digital technologies as a resource for supporting personal autonomy in preschool children. It focuses on the ways in which age-appropriate digital activities may encourage independent decision-making, initiative, problem-solving, and self-regulation. Particular attention is given to the role of the preschool teacher in selecting educational resources, guiding children's experiences, and maintaining a balance between digital activities and direct social interaction. The paper adopts a theoretical and analytical approach, drawing on relevant perspectives in early childhood education and the educational use of digital technologies. It also considers the importance of age appropriateness, adult guidance, and the responsible integration of digital resources into preschool learning environments. The paper argues that digital technologies should not replace children's direct experiences, play, or interpersonal communication, but may complement them when used purposefully and in accordance with children's developmental needs. The discussion highlights the importance of a pedagogically grounded approach to digital education that supports children's growing independence while preserving their emotional, social, and cognitive well-being.

Keywords: personal autonomy; preschool children; digital technologies; early childhood education; independent learning

Viorelia Lungu

INTERCULTURAL EDUCATION AS A PREREQUISITE FOR THE DEVELOPMENT OF COMMUNICATION SKILLS IN CONTEMPORARY SOCIETY

In the context of diversifying social relations and intensifying interactions between people with different cultural experiences and affiliations, intercultural education gains particular importance in the development of communication skills. The aim of the article is to highlight the role of intercultural education in developing the ability to communicate effectively, to understand different cultural perspectives and to build relationships based on mutual respect, openness and cooperation. In order to achieve the proposed goal, the following objectives were established: to analyze the relationships between cultural identity, diversity, empathy and communication, as well as to identify the ways in which intercultural education contributes to overcoming stereotypes, preventing prejudice and reducing communication barriers. At the same time, the role of the educational environment in developing active listening, intercultural dialogue and the ability to constructively manage misunderstandings generated by differences in values, norms and cultural interpretations was examined. The approach to the subject highlights the fact that the efficiency of intercultural communication does not depend exclusively on the knowledge of cultural particularities, but also on the development of attitudes of openness, empathy and availability to understand the perspectives of others. The conclusions reveal that intercultural education constitutes a premise for the development of communication skills that facilitate constructive interaction in diverse cultural contexts. Its valorization in the educational environment involves correlating knowledge of cultural diversity with the formation of attitudes of mutual respect and the practice of appropriate communicative behaviors. Thus, intercultural education can contribute to reducing relational barriers, strengthening cooperation, and promoting social inclusion, without implying the standardization of cultural identities.

Keywords: Intercultural education, intercultural communication, cultural diversity, communication skills, social inclusion.

Lupaşcu Eugenia-Daniela

TEACHING ROMANIAN NOUN GENDER AND ARTICLES TO TURKISH-SPEAKING BEGINNERS: A CONTRASTIVE AND PEDAGOGICAL APPROACH

Teaching Romanian as a foreign language to Turkish-speaking learners presents specific challenges due to structural differences between the two languages, particularly in the acquisition of grammatical gender and articles. This paper explores these challenges through a contrastive and pedagogical approach, grounded in the practical context of teaching Romanian to Turkish learners at A1–A2 level. Romanian distinguishes between masculine, feminine, and neuter nouns, while Turkish does not have grammatical gender. Furthermore, Romanian uses indefinite articles (un, o) and definite articles typically attached to the end of nouns (băiatul, fata, scaunul), whereas Turkish expresses indefiniteness and definiteness through different linguistic structures. These differences may create difficulties for beginner learners in identifying noun gender, selecting the appropriate indefinite article, and forming definite noun phrases. The paper examines the pedagogical implications of these cross-linguistic differences and proposes practical teaching activities tailored to Turkish-speaking beginners. These include visual vocabulary classification, matching nouns with their indefinite and definite forms, interactive exercises, and error-correction tasks. Digital learning tools may also support vocabulary consolidation and provide additional opportunities for guided practice.

Keywords: Romanian, Turkish, Gender, Articles

Mihaela Lupaşcu

ESTETICA LUDICULUI ŞI A UMORULUI ÎN POEZIA PENTRU COPII A LUI VALENTIN ROŞCA THE AESTHETICS OF PLAYFULNESS AND HUMOR IN VALENTIN ROŞCA'S CHILDREN'S POETRY

The article explores the essential role of playfulness and humor in children's poetry, focusing on the works of Valentin Roşca. In children's literature, poetry is a key medium that combines musicality, vivid imagery, and expressive language to engage young readers. Children are naturally drawn to rhythm, rhyme, repetition, and sound effects, as well as to imaginative and dynamic images. Playfulness is presented as a fundamental principle of children's literature, rooted in the child's natural perception of the world as a form of play. It allows freedom of imagination, creativity, and emotional expression, while opposing the seriousness of adult life. Humor, closely related to playfulness, adds warmth, empathy, and accessibility, often blending seriousness with amusement to reflect real-life complexity in a child-friendly way. Valentin Roşca's poetry stands out for transforming everyday experiences into imaginative micro-universes populated by lively characters, surprising situations, and witty dialogue. His poems use stylistic devices such as: wordplay and sound effects (onomatopoeia, repetition), personification of animals and natural elements, rhythmic and rhymed structures, comic situations, exaggeration, and irony. Through these techniques, Roşca creates a playful and engaging poetic world where nature becomes animated and relatable. Humor appears in various forms—comic language, character traits, situational comedy, and hyperbole—making the poems both entertaining and educational. The article also highlights how Roşca's works subtly convey moral and emotional lessons while maintaining a light and enjoyable tone. His poetry invites children to actively participate in the imaginative process, turning reading into a joyful and exploratory experience. In conclusion, the study emphasizes that in Roşca's poetry, playfulness functions as a structural principle of the lyrical discourse, while humor serves as a key tool for capturing attention and conveying formative values, making his work highly effective and appealing to children.

Cuvinte-cheie: children's literature, playfulness, humor

Ana Makišova

LEXIKÁLNE MEDZERY V SLOVENČINE VO VOJVODINSKOM PROSTREDÍ

Slovenčina používaná vo Vojvodine je špecifickou podobou slovenského jazyka, ktorá sa vyvíjala v dlhodobom kontakte so srbčinou a ďalšími jazykmi. Tento kontakt ovplyvnil nielen slovnú zásobu, ale aj významovú štruktúru jednotlivých lexém. Vojvodinskí Slováci si zároveň zachovali pomenovania súvisiace s tradičným spôsobom života, rodinnými a náboženskými zvykmi, gastronómiou, ľudovou kultúrou a poľnohospodárstvom, ktoré nemusia mať v srbčine priame jednoslovné ekvivalenty. Slovenská komunita vo Vojvodine preberá aj lexikálne jednotky so srbského jazyka. Je to výsledok dlhodobého spolunažívania na týchto priestoroch a vplyv kultúry a zvykov väčšinového národa. Dané okolnosti vplývajú na slovnú zásobu a na významové posuny lexikálnych jednotiek. Lexikálne medzery predstavujú prípady, keď v jednom jazyku existuje pomenovanie pre určitý predmet, jav, činnosť alebo kultúrne špecifickú skutočnosť, zatiaľ čo v druhom jazyku pre tú istú skutočnosť neexistuje úplne zodpovedajúca lexikálna jednotka. V slovensko-srbskom bilingválnom prostredí Vojvodiny vznikajú takéto medzery najmä v dôsledku odlišného historického, kultúrneho, spoločenského a geografického vývoja slovenského a srbského etnika.

Keywords: bilingvizmus, kultúra, lakúna, sémantika, jazykové kontakty

Alina Mardari

CONTEXT-AWARENESS AND CONTEXTUALIZATION: COMPLEMENTARY DIMENSIONS OF CONTEXTUAL LEARNING IN DEVELOPING ENGLISH COMMUNICATIVE COMPETENCE

The development of communicative competence in English requires more than the acquisition of linguistic knowledge; it involves the ability to interpret, negotiate, and adapt language use to diverse communicative situations. Within this perspective, contextual learning provides a pedagogical framework that connects language acquisition with meaningful social, cultural, and situational experiences. This paper explores the complementary roles of context-awareness and contextualization as two interrelated dimensions of contextual learning that contribute to the development of English communicative competence. Drawing on theoretical perspectives from contextual learning, sociocultural theory, and communicative language teaching, the study examines the conceptual distinctions and pedagogical interconnections between these dimensions. The paper argues that contextualization creates opportunities for purposeful language use, while context-awareness enables learners to make informed linguistic and pragmatic choices within and across communicative situations. The study proposes an integrative conceptual framework highlighting the pedagogical potential of combining contextualized learning experiences with the deliberate development of contextual awareness. The paper contributes to the theoretical understanding of contextual learning in English language education and offers implications for designing learning environments that foster meaningful, adaptive, and context-sensitive communication.

Keywords: contextual learning, context-awareness, contextualization, communicative competence, English language teaching, pragmatic competence, authentic communication.

Marian Sergiu

THE RELATIONSHIP BETWEEN INDIVIDUAL AND SOCIETY IN INTERWAR MODERNITY: A PERSPECTIVE ON FRANZ KAFKA'S "THE TRIAL"

This article explores the complex and often oppressive dynamic between the individual and society in interwar modernity, with a primary focus on Franz Kafka's seminal novel, The Trial (Der Process). Interwar modernity was characterized by rapid institutional bureaucratization, profound existential anxiety, and a shifting sociopolitical landscape that systematically threatened individual autonomy. Within this framework, Kafka's novel serves as a paradigmatic literary expression of modern alienation, portraying protagonist Josef K. as an individual ensnared by an opaque, omnipresent, and unaccountable judicial apparatus that mirrors the structural alienation of twentieth-century mass society. By examining the narrative strategies, architectural symbolism, and existential motifs employed in The Trial, this study investigates how modern literature critiques the erosion of human agency under totalitarian and bureaucratic pressures. Furthermore, the article highlights the relevance of Kafka's vision to comparative literature and cultural studies, demonstrating how his fictional construct of law and society continues to offer critical insights into the crisis of the modern subject.

Keywords: Interwar modernity, Franz Kafka, The Trial, individual and society, literary alienation, bureaucratic authority

Ecaterina Cornea

WRITING AS A REFUGE FROM TOTALITARIAN CHAOS IN HERTA MÜLLER'S PROSE

This study explores writing as a means of psychological, existential, and ethical survival under the oppressive Romanian communist regime, focusing primarily on the prose of Nobel Prize laureate Herta Müller. Under totalitarian rule, state-imposed censorship, ideological control, and constant surveillance by the secret police (Securitate) systematically undermined individual identity, eroded interpersonal trust, and fostered an atmosphere of fear and alienation. In response to political repression, psychological terror, and collective amnesia, Müller turns to fiction as a refuge—a means of processing personal trauma, resisting the erosion of individuality, and preserving moral integrity. Blending autobiographical memory with surrealism, poetic imagery, and fragmented narrative structures, Müller captures the haunting realities of surveillance, betrayal, and state-sponsored oppression. Through works such as *The Land of Green Plums* (*Herztier*, Romanian: *Animalul inimii*) and *The Fox Was Ever the Hunter* (*Der Fuchs war damals schon der Jäger*, Romanian: *Încă de pe atunci vulpea era vânătorul*), she transforms traumatic experiences and lingering psychological wounds into powerful literary representations of life under dictatorship. Her poetic prose creates a literary sanctuary in which fragmented memories can be articulated, traumatic experiences confronted, and a shattered sense of reality reconstructed. Ultimately, writing emerges as both an act of resistance and a therapeutic necessity, enabling the individual to reclaim personal identity, preserve memory, and assert moral autonomy in the face of totalitarian violence.

Keywords: Herta Müller; totalitarianism; trauma; literary resistance; memory; identity.

Marina Alexandra-Adriana

PSYCHOLOGICAL VULNERABILITY AND STRESS ADAPTATION IN THE MILITARY ENVIRONMENT: THE INFLUENCE OF CULTURAL FACTORS ON PSYCHOLOGICAL RESILIENCE

The military environment is characterized by high levels of occupational stress, demanding responsibilities, and exposure to challenging situations that may affect psychological well-being and adaptive functioning. Psychological vulnerability and stress adaptation represent important dimensions in understanding individual differences in how military personnel respond to stressful circumstances. In this context, psychological resilience may be influenced not only by individual characteristics but also by cultural values, social norms, and shared beliefs that shape perceptions of stress, coping strategies, and attitudes toward seeking support. This paper aims to explore the relationship between psychological vulnerability, stress adaptation, and psychological resilience in the military environment, with particular attention to the potential role of cultural factors. An intercultural perspective may contribute to a more comprehensive understanding of how cultural backgrounds and collective representations influence emotional regulation, coping mechanisms, and adaptation to occupational demands. Furthermore, a multidimensional approach to psychological assessment may help identify relevant indicators of vulnerability and resilience, providing a foundation for future predictive models of stress adaptation. The paper highlights the importance of integrating psychological and cultural perspectives into the study of military personnel's well-being. Such an approach may contribute to the development of more context-sensitive assessment strategies and psychological support practices that take into account both individual differences and cultural influences. By examining these interconnections, the study seeks to contribute to broader discussions on intercultural perspectives in contemporary psychological research and the role of cultural context in human adaptation.

Keywords: Psychological Vulnerability; Stress Adaptation; Military Personnel; Psychological Resilience; Cultural Factors

Mihaela Martin, Alina Stancovici, Claudia Pau,
Diana Tănase, Nicoleta Odină

INTERDISCIPLINARY DIMENSIONS OF E-GOVERNMENT IN THE EUROPEAN UNION

This paper explores the multifaceted nature of e-government within the European Union, underlining that contemporary digital transformation requires a deeply interdisciplinary approach. Rather than viewing public sector digitalization solely through a technological lens, this study integrates four fundamental pillars: historical-linguistic context, legal frameworks, public management, and economic analysis. It argues that preparing future public administration specialists demands an integrated curriculum where history, language, law, management, and economics converge. As a key result, this collaborative research provides a theoretical framework showing that future public administration experts cannot be trained through a single lens anymore. Its primary goal is to map out the current landscape and establish a solid conceptual foundation. In doing so, it serves as the perfect baseline for a future, practical study that will test these ideas with real-world data and cases. Furthermore, by upgrading university courses from old-school lectures to hands-on digital labs using various tools and interactive teaching methods, higher education can better prepare students for the real world.

Keywords: administrative convergence, digital citizenship, technological literacy

Adele Michelozzi

BRAIN, STRESS, AND ARTIFICIAL INTELLIGENCE: A NEUROSCIENTIFIC PERSPECTIVE ON PERFORMANCE IN FORMULA 1 DRIVERS

Formula 1 represents an extreme model of human performance, in which drivers must maintain cognitive efficiency, emotional regulation, and physiological stability under conditions of intense speed, competitive pressure, heat, vibration, gravitational forces, and sustained attentional demand. This thesis explores Formula 1 performance from a neuroscientific perspective, focusing on the interaction between stress, brain function, psychophysiological regulation, coping processes, and emerging applications of artificial intelligence. The work is based on a critical review of scientific literature on the neurobiology of stress, cognitive appraisal, allostasis, autonomic regulation, mental workload, fatigue, attention, decision-making, and performance under pressure. Attention is devoted to psychophysiological measures such as heart rate and heart rate variability, electroencephalographic activity, electrodermal activity, temperature, and other physiological and behavioural indicators relevant to motorsport. The thesis also analyses the role of coping and emotional regulation in modulating the relationship between stress and performance, highlighting the importance of individual differences and flexible, context-dependent adaptation. Finally, it considers how artificial intelligence and machine-learning systems may integrate multimodal physiological, neural, behavioural, and contextual data to detect stress, fatigue, and cognitive overload, supporting personalised monitoring, training, recovery, and safety. Overall, Formula 1 emerges as a valuable naturalistic model for studying human adaptation under extreme cognitive and physiological demands. Artificial intelligence offers promising opportunities for real-time and individualised support, but its application requires methodological rigour, ecological validity, transparency, protection of sensitive data, and preservation of human autonomy. Future research should therefore combine neuroscience, sport psychology, human factors, and AI within ecologically valid and ethically responsible frameworks. This interdisciplinary approach may also inform other safety-critical, high-performance operational domains.

Keywords: Stress, Artificial Intelligence, Formula1, Psychology of Sport, Neuroscience

Mihăilescu Ramona

NEW TECHNOLOGIES AND NEW WAYS OF ENGAGING WITH ROMANIAN LITERATURE IN ARTS EDUCATION

The development of new technologies is transforming educational practices and creating innovative opportunities for teaching and learning Romanian literature. This paper explores new ways of engaging with Romanian literary texts in arts education, focusing on digital resources, interactive learning environments, creativity, and interdisciplinary approaches. In arts high schools, literature can serve as a starting point for artistic exploration, encouraging students to connect written texts with theatre, music, visual arts, and digital storytelling. Digital platforms, multimedia presentations, educational applications, and virtual resources can facilitate the interpretation of literary works, deepen students' understanding of characters and themes, and stimulate personal responses to literary texts. These tools can also support collaborative projects and provide opportunities for students to express their interpretations through different artistic forms. The paper examines how technology-enhanced teaching can contribute to student engagement, critical thinking, reading motivation, and cultural awareness. Particular attention is given to the relationship between traditional literary education and contemporary digital practices, highlighting the importance of preserving the cultural and aesthetic value of Romanian literature while adapting teaching methods to the interests and learning needs of contemporary students. At the same time, the integration of technology requires careful pedagogical planning and critical evaluation of digital content. The teacher plays a central role in guiding students towards meaningful interpretation, independent thinking, responsible technology use, and authentic creative expression. The paper argues that combining literary study with digital innovation and artistic experimentation can create a dynamic, inclusive, and student-centred learning environment. Such an approach can strengthen students' connection with Romanian literary heritage while developing the creative, interpretative, and digital competencies needed in contemporary education.

Keywords: Romanian literature, new technologies, arts education, digital learning, creativity

Mihăilescu Ramona

LINGUISTIC DIVERSITY AND INTERCULTURAL COMMUNICATION IN ROMANIAN LANGUAGE LEARNING

Linguistic diversity and intercultural communication are essential dimensions of contemporary language education, particularly in cross-border academic environments where learners bring different linguistic backgrounds, cultural experiences, and communicative needs. This paper examines the role of linguistic diversity in Romanian language learning and explores pedagogical approaches that foster intercultural understanding, effective communication, and inclusive learning experiences. Learning Romanian in multicultural contexts involves more than acquiring vocabulary, grammar, and pronunciation. It also requires an understanding of cultural references, communication conventions, social values, and the historical contexts that shape language use. Learners' existing linguistic knowledge and cultural experiences can become valuable educational resources, encouraging comparison between languages, reflection on cultural differences, and the development of intercultural awareness. The paper highlights the importance of communicative and learner-centred teaching strategies, including collaborative activities, authentic texts, intercultural dialogue, and digital learning resources. These approaches can help learners develop linguistic competence while building confidence in real-life communication situations. Digital platforms and interactive tools can further support language practice, facilitate collaboration among learners, and provide access to diverse cultural materials. At the same time, teaching Romanian in linguistically diverse environments presents challenges, including differences in language proficiency, varying educational expectations, and the risk of cultural misunderstandings. Addressing these challenges requires flexible teaching methods, culturally responsive materials, and an inclusive classroom environment that values linguistic differences. The paper argues that recognising linguistic diversity as an educational asset can enhance Romanian language learning and strengthen intercultural communication. By integrating language development with cultural exploration and meaningful interaction, educators can prepare learners to participate effectively in multicultural academic and social contexts.

Keywords: intercultural communication, Romanian language learning, language acquisition, intercultural competence, inclusive education

Mîsliţchi Valentina

TEACHERS' CONTINUING PROFESSIONAL DEVELOPMENT FROM THE PERSPECTIVE OF REALISING THE DESIDERATA OF INTERCULTURAL EDUCATION

The article addresses teachers' continuing professional development from the perspective of realising the desiderata of intercultural education, understood as reference points for connecting personal development, interpersonal relationships, social participation in contexts characterised by diversity. Through this approach, we outline guidelines for teachers' professional preparation that support the translation of the aims of intercultural education into pedagogical decisions and practices responsive to diversity. The proposed set comprises the following desiderata of intercultural education: affirming cultural identity while remaining open to otherness; recognising and valuing diversity; developing intercultural competence; cultivating openness, empathy, tolerance and mutual respect; overcoming stereotypes and prejudices and preventing discrimination; promoting dialogue and cooperation; ensuring equitable participation and inclusion; fostering democratic coexistence and responsible social participation; developing autonomy in intercultural learning and a willingness to engage in lifelong self-directed learning; and fostering awareness of humanity's shared cultural heritage. Equitable participation and inclusion give substance to democratic coexistence, while autonomy in intercultural learning and awareness of humanity's shared cultural heritage orient personality development towards an ongoing process of understanding the connections between cultures and assuming responsibility for community life. The objectives and content formulated aim to develop teachers' intercultural competence and enhance their performance in designing, organising and evaluating educational experiences that support understanding of otherness, cooperation, social inclusion, equitable participation in community life, affirmation of cultural identity alongside openness to others, critical examination of stereotypes and prejudices, and autonomy in intercultural learning. Linking these desiderata to priorities for professional preparation provides a frame of reference for the coherent integration of cognitive, axiological, reflective and action-oriented dimensions into teachers' continuing professional development.

Keywords: intercultural education; desiderata of intercultural education; teachers; continuing professional development.

Nicolina Muntean

CULTURAL AUTHENTICITY IN WINE DISCOURSE OF THE REPUBLIC OF MOLDOVA

Wine discourse extends beyond product description, serving as a means of expressing cultural identity, traditions, and local heritage. As Beverland (2005) argues, authenticity in wine communication is constructed through narratives connecting products with their geographical and cultural origins. This study aims to identify and analyse the lexico-semantic fields through which cultural authenticity is constructed in Moldovan wine discourse. The corpus comprises Fine Wine Guide: 50 Fine Wines from Moldova, selected wine labels, and promotional texts from Moldovan winery websites. The methodology combines qualitative lexico-semantic analysis with elements of discourse analysis, distinguishing between heritage-denoting vocabulary and authenticity-evaluating expressions. The former includes references to traditional dances, indigenous grape varieties, national embroidery, and family heritage, while the latter encompasses expressions such as authentic expression and unique character. Examples from Fine Wine Guide, including references to local terroir and traditional grape varieties, illustrate how specialized terminology intersects with culturally marked vocabulary. The analysis examines how these lexical categories contribute to constructing narratives of origin, belonging, and cultural continuity. It highlights the role of linguistic choices in representing Moldovan wine as both a commercial product and an expression of cultural identity.

Keywords: Wine Discourse, Cultural Authenticity, Lexico-semantic Fields, Cultural identity.

Angela Murzac

"IN THE BLINK OF AN EYE": EXPRESSING TIME THROUGH SOMATIC PHRASEOLOGICAL UNITS IN ROMANIAN

Time is an abstract cognitive category that human language frequently conceptualizes through concrete, embodied experiences. This study examines somatic phraseological units (SPUs)—idiomatic expressions, collocations, and fixed phrases containing body-part terms—used to denote temporal durations, moments, and speed in the Romanian language. Grounded in the frameworks of cognitive linguistics and conceptual metaphor theory, the research analyzes how bodily motion, physiological reflexes, and anatomical perception structure the Romanian temporal worldview. A corpus of over 100 Romanian somatic idioms (e.g., într-o clipită / "in a blink", cât ai clipi / "in the time it takes to blink", cât ai bate din palme / "in a hand-clap") was extracted from lexicographical sources and contemporary discourse. The expressions were categorized based on the underlying anatomical component (eyes, hands, feet, heart, breath) and the quantitative temporal duration conveyed (instantaneity, brevity, or prolonged duration). The findings indicate a predominant reliance on ocular and fine-motor body parts to signify immediate or instantaneous time, reflecting the perceptual velocity of human reflexes. Furthermore, the analysis reveals key conceptual metaphors, most notably TIME IS PHYSICAL ACTION and TEMPORAL DURATION IS BODILY SENSORY MOVEMENT. Comparative observations suggest that while many Romanian somatic idioms align with pan-European phraseological patterns, specific units exhibit unique ethnolinguistic and cultural nuances rooted in traditional Romanian folklore and everyday life. Ultimately, this research demonstrates that the Romanian language relies heavily on somatic anchor points to translate temporal abstraction into tangible human experience, offering insights into the interplay between embodiment, culture, and linguistic conceptualization.

Keywords: Romanian linguistics, somatic phraseological units, temporal expressions, phraseology, embodiment

Nae Ionela Andreea, Mîsliţchi Valentina

DEVELOPING COMMUNICATION COMPETENCE IN PRESCHOOL CHILDREN: THEORETICAL FOUNDATIONS AND PSYCHOPEDAGOGICAL IMPLICATIONS

Developing communication competence during the preschool years is an essential process for children's cognitive and socio-emotional development, supported by the quality of their interactions with adults and other children. This article aims to systematise the theoretical foundations of this process and highlight the psychopedagogical implications for organising communication experiences within the family and preschool settings. The approach draws on an analysis and synthesis of the relevant literature, incorporating the sociocultural perspective on language development, attachment theory, and contributions concerning the relationship between communication, learning, and socio-emotional development. Communication competence is examined through the integration of linguistic knowledge and skills with the abilities to receive and produce messages, use verbal, paraverbal, and nonverbal means of communication, adapt to the interlocutor, and participate in social interactions. The article examines the role of communicative models provided by adults, the significance of active listening and constructive feedback, and the contribution of emotional security to children's expression of their thoughts, emotions, and needs. The analysis highlights the educational value of role play, storytelling, dialogic reading, conversations, and group activities, which provide opportunities to enrich vocabulary, practise alternating between the roles of speaker and listener, understand messages, and adapt expression to the communicative situation. The psychopedagogical implications include ensuring an emotionally secure relational climate, adapting interventions to children's age-related and individual characteristics, encouraging communicative initiative, and integrating play-based experiences into everyday activities. Particular attention is given to cooperation between teachers and parents as a prerequisite for the continuity and coherence of educational influences. The analysis thus highlights the need for an integrated approach in which the stimulation of communication is linked to children's cognitive, emotional, and social development, fostering clear and contextually appropriate expression, mutual understanding, and the development of positive interpersonal relationships.

Keywords: communication competence; preschool age; social interaction; cooperation; psychopedagogical implications.

Maria-Ionela Neagu

CULTURAL PROJECTIONS OF LANGUAGE LEARNING VIA LEGO® SERIOUS PLAY®

While in the past gamification in education used to be related to the use of popular games in the classroom so that the teacher should develop both students' motricity and their cognition, nowadays the concept encompasses the wide range of multimodal game-design resources deployed by the teacher in order to deliver the necessary information in a more attractive and flexible way, to boost students' engagement and to develop their communicative competences. The current research aims to underscore the students' cultural potential that can be unleashed and explored throughout the stages of the LEGO® SERIOUS PLAY® method. The research is supported by cognitive semantics theories that emphasise the human ability to embody daily experiences, to filter them, to process them, to reflect upon them, and finally to deliberately express them in an original way via a process of exbodiment reflected by gestures, sculptures, paintings, architecture, and why not even language. The target population of the research is represented by the international students studying Romanian as a foreign language at Petroleum-Gas University of Ploiesti. Since handling Lego bricks involves an immersive and reflective experience, their constructions bear the imprint of their cultural background, revealing the students' "cognitive type" (Eco 1997), whenever they explain the significance of certain bricks used to reflect their learning experience, their integration in the multicultural classroom, and their perspective over an ideal workplace.

Keywords: embodiment, exbodiment, LEGO® SERIOUS PLAY®, gamification, cultural projection

Gina Aurora Necula

WHEN LANGUAGES BECOME BORDERS: IDENTITY, POWER, AND INTERCULTURAL COMMUNICATION

Languages are commonly understood as instruments of communication, cultural transmission, and collective identity. Yet, under particular historical, political, and social conditions, they may also become instruments of differentiation, exclusion, and symbolic boundary-making. This study explores the multiple meanings of linguistic borders, moving beyond geographical and political boundaries to examine the social, psychological, and emotional barriers that shape multilingual communication. Drawing on sociolinguistic approaches to language ideology, identity construction, and communication accommodation, the presentation examines how language policies, historical narratives, institutional hierarchies, and everyday interactions establish linguistic boundaries. It pays particular attention to the distinction between externally imposed barriers and self-perceived linguistic limitations, and to how social expectations may become internalized as linguistic insecurity. The discussion draws on empirical data from a bilingual questionnaire administered to 210 respondents in the multilingual context of Gagauzia, Republic of Moldova. The findings reveal significant discrepancies between ethnic identification, perceived mother tongue, and habitual language use. They also highlight Russian's predominant role in everyday communication and the potential paradox of conversational accommodation: switching to a shared language may facilitate immediate understanding while potentially limiting opportunities to use and develop another language. By connecting historical and political processes with individual linguistic experiences, the keynote argues that linguistic borders are neither exclusively territorial nor necessarily permanent. They are socially constructed, individually experienced, and continuously negotiated through communication. Ultimately, the presentation considers how intercultural competence, inclusive language practices, and plurilingual education may help transform linguistic boundaries from mechanisms of separation into opportunities for participation, recognition, and dialogue.

Keywords: linguistic borders; language ideology; multilingual identity; language policy; conversational accommodation; linguistic insecurity; intercultural communication

Ecaterina Niculcea

INNOVATIVES BILDUNGSMODELL ZWISCHEN GESELLSCHAFTLICHER TRANSFORMATION UND ENTFREMDUNG IN DIE HÄSSLICHEN SCHWÄNE (ГАДКИЕ ЛЕБЕДИ) VON ARKADI UND BORIS STRUGATSKI

In der Erzählung Die hässlichen Schwäne entwerfen Arkadi und Boris Strugatski das Bild einer Gesellschaft, die sich in einer geistigen und moralischen Krise befindet. Als möglicher Ausweg erscheint ein neuartiges Bildungsmodell, das die intellektuelle Entwicklung der Kinder fördert und ihnen einen Zugang zu Wissen und Denkweisen eröffnet. Die erworbene Bildung, die weit über die Möglichkeiten der Erwachsenen hinausgeht, wird damit zum Motor einer gesellschaftlichen Transformation und zur Hoffnung auf einen Neuanfang. Gleichzeitig zeigt das Werk jedoch die Ambivalenz dieses Prozesses. Die Bildung der neuen Generation führt nicht zu einer Annäherung zwischen den Menschen, sondern verstärkt die Distanz zwischen Kindern und Erwachsenen. Während die Kinder die Zukunft verkörpern, bleiben die Erwachsenen in ihren gewohnten Denkstrukturen gefangen. Es entsteht ein Kreislauf der Entfremdung, in dem die ältere Generation die Veränderungen nicht versteht und die jüngere Generation sich zunehmend von ihrer Herkunft löst. Anstatt einen Dialog zwischen den Generationen zu ermöglichen, schafft das neue Bildungsmodell eine Trennung, die immer tiefer wird. Der angestrebte gesellschaftliche Fortschritt erweist sich daher als widersprüchlich. Zwar eröffnet die Bildung neue Perspektiven und die Aussicht auf eine bessere Zukunft, doch zugleich reproduziert sie eine grundlegende Form der Isolation. Die Kinder werden nicht zu Vermittlern zwischen alter und neuer Welt, sondern zu Vertretern einer Entwicklung, der die Erwachsenen nicht mehr folgen können. Dadurch wird der Kreislauf der Entfremdung nicht überwunden, sondern auf einer neuen Ebene fortgesetzt. Das Werk legt nahe, dass Innovation und Wissen zwar Veränderungen anstoßen können, dass diese jedoch leicht zu neuen Formen der Ausgrenzung führen. Der erhoffte Neuanfang bleibt daher unvollständig und verwandelt sich in einen Kreislauf, der die Entfremdung eher verstärkt als verringert.

Кључне речи: Alterität, Bildungsmodell, Entfremdung, Generationenkonflikt, Zukunftsentwurf

Viorica Oala

THE FORMATIVE ROLE OF STUDENTS' EMPATHY IN FOSTERING EMOTIONAL CULTURE IN THE DIGITAL AGE

In contemporary higher education, marked by increasing emotional demands and professional complexity, empathy emerges as more than an interpersonal skill—it functions as a formative mechanism shaping students' emotional culture. This study investigates the formative value of students' empathy in promoting emotional culture in the digital world, highlighting its role as a determinant of affective maturation, relational responsibility, and professional identity formation. Grounded in theoretical models that conceptualize empathy as a regulated cognitive–affective process and emotional culture as a system of values and norms governing emotional expression, the research examines the interdependence between these constructs. An empirical pedagogical experiment involving 121 students assessed the impact of a university instructional technology designed to systematically cultivate empathy. The findings demonstrate significant increases in both empathy levels and overall emotional culture following the intervention. Results indicate that empathy facilitates the internalization of professional values and supports the development of reflective, ethically grounded conduct. The study positions empathy development as a strategic direction in higher education, essential for cultivating emotionally resilient, responsible, and patient-centered future professionals.

Keywords: Empathy; emotional culture; higher education; pedagogical intervention; emotional self-regulation

Oancea Maria-Luiza

FROM HEARING TO UNDERSTANDING: EVAGRIUS PONTICUS ON THE TRANSMISSION OF KNOWLEDGE AND THE FORMATION OF THE LEARNER

This paper examines Evagrius Ponticus' reflections on the transmission of knowledge and the formation of the learner, focusing on the relationship between hearing, understanding, and the recognition of truth. Drawing on selected passages from Chapters of Evagrius' Disciples and other Evagrian writings, it explores how knowledge may be acquired through different channels, including natural human capacities, the teaching of spiritually experienced individuals, and indirect forms of transmission. Particular attention is given to Evagrius' statement that even an outsider may express a true insight. He identifies several possible sources of such knowledge, including the natural seeds of reason and the teachings of holy individuals. This passage raises important epistemological questions concerning the accessibility of truth, the authority of the speaker, and the distinction between receiving information and genuinely understanding its meaning. Hearing, in this context, represents an initial stage of learning rather than a guarantee of comprehension. The learner must also develop the capacity to interpret, evaluate, and integrate what has been received. The paper situates Evagrius' perspective within the broader intellectual traditions of late antiquity, considering conceptual parallels with ancient philosophical accounts of knowledge and education. These comparisons help clarify his approach while distinguishing shared philosophical vocabulary from demonstrable historical influence. Finally, the study considers the relevance of Evagrius' insights to contemporary education, particularly in contexts shaped by digital communication and artificial intelligence. The growing availability of information makes the distinction between access to knowledge and genuine understanding increasingly significant. Evagrius' reflections offer a historical framework for examining the learner's role in the process of knowledge acquisition and the importance of critical discernment, intellectual formation, and responsible interpretation. By bringing patristic thought into dialogue with contemporary educational concerns, the paper argues that learning involves more than the reception of information: it requires the gradual formation of the intellectual and interpretive capacities through which information becomes understanding.

Keywords: Evagrius Ponticus; Knowledge Transmission; Learner Formation

Bucuci Olesea

SAYING NO, EXPRESSING VALUES: EVALUATIVE NEGATION IN CONTEMPORARY ENGLISH AND ROMANIAN MEDIA DISCOURSE.

This article investigates evaluative negation in contemporary English and Romanian media discourse, examining how negative linguistic constructions function not merely to deny propositions or reject statements but also to express value judgements, convey attitudes, and establish evaluative positions. The study explores the relationship between negation and axiology, focusing on how the act of saying "no" becomes a means of expressing approval or disapproval, challenging dominant views, and communicating social, political, and moral evaluations. Adopting a contrastive discourse-analytical approach, the research examines selected English and Romanian media texts to identify the linguistic patterns and contextual mechanisms through which negation performs evaluative functions. The analysis considers the interaction between negative markers, evaluative vocabulary, contextual meaning, and communicative intention. It also explores how negative constructions contribute to the representation of public figures, events, social practices, and contested issues, positioning them within particular systems of values. The comparative perspective aims to identify convergences and differences in the ways English and Romanian media discourse employs negation to articulate criticism, express disagreement, reject normative expectations, and reinforce or challenge ideological positions. The article conceptualises evaluative negation as a linguistic and pragmatic resource through which media discourse constructs and communicates values. By connecting the formal expression of negation with its evaluative and persuasive functions, the study contributes to a more comprehensive understanding of the role of negative language in shaping public interpretation and negotiating social meanings. The comparison of English and Romanian further highlights the importance of linguistic and contextual factors in understanding how negation operates as a vehicle for evaluation in contemporary media communication.

Keywords: evaluative negation, axiological meaning, media discourse, pragmatic functions, value judgements, English, Romanian.

Coralia Palade

„EDUCAȚIA AXIOLOGICĂ ȘI NOILE EDUCAȚII CA INSTRUMENTE ALE MATURITĂȚII SOCIALE: PERSPECTIVE DE MANAGEMENT PEDAGOGIC ÎN LICEU”

În contextul transformărilor sociale, culturale şi tehnologice contemporane, învăţământul liceal este chemat să susţină formarea unor tineri capabili să formuleze judecăţi valorice, să îşi asume responsabilităţi şi să participe activ la viaţa comunităţii. Lucrarea analizează potenţialul educaţiei axiologice şi al noilor educaţii în dezvoltarea maturităţii sociale a liceenilor, din perspectiva managementului pedagogic. Demersul are un caracter teoretic şi aplicativ, fiind fundamentat pe analiza conceptuală şi pe articularea relaţiilor dintre interiorizarea valorilor, autonomia decizională, responsabilitatea socială şi conduita prosocială. Maturitatea socială este abordată ca un construct multidimensional, exprimat prin capacitatea adolescentului de a integra repere valorice în decizii, de a construi relaţii bazate pe respect şi cooperare şi de a acţiona responsabil în contexte sociale diverse. Sunt explorate contribuţiile educaţiei pentru cetăţenie democratică şi drepturile omului, ale educaţiei interculturale, ecologice şi pentru media la crearea unor experienţe relevante de învăţare axiologică. Din perspectivă managerială, lucrarea propune direcţii de integrare coerentă a acestor dimensiuni în proiectarea curriculară, cultura organizaţională şi parteneriatele şcoală–familie–comunitate. Sunt avute în vedere participarea elevilor la deciziile şcolii, proiectele de învăţare prin serviciu în folosul comunităţii, reflecţia asupra dilemelor morale şi evaluarea formativă a progresului individual. Contribuţia lucrării constă în conturarea unui cadru de management pedagogic care corelează finalităţile axiologice, experienţele educaţionale şi indicatorii observabili ai maturităţii sociale. Se argumentează necesitatea unei abordări instituţionale coerente, în care valorile asumate de şcoală sunt transpuse în practici cotidiene, iar elevii beneficiază de oportunităţi autentice de participare şi responsabilizare.

Cuvinte-cheie: educaţie axiologică, noile educaţii, maturitate socială, management pedagogic, învăţământ liceal.

Petrenco Liuba

PREDTEACHING LANGUAGES ACROSS LINGUISTIC AND CULTURAL BORDERS: INTERCULTURAL COMPETENCE AND INCLUSIVE

Teaching Languages Across Linguistic and Cultural Borders: Intercultural Competence and Inclusive Pedagogies" explores the critical intersection of language education, cultural diversity, and social equity in contemporary classrooms. In an era of accelerated globalization and intense migratory flows, teaching a foreign language goes beyond the mere transmission of grammatical rules and vocabulary; it becomes an act of cultural mediation and inclusion. The central theme is rooted in the development of intercultural competence, defined as the learners' ability to understand, respect, and effectively navigate cultural perspectives different from their own. Educators are no longer just facilitators of communication, but guides who help students examine their own biases, develop empathy, and recognize the value of otherness. This approach transforms the classroom into a space for open dialogue, where linguistic borders are crossed through curiosity and mutual respect. In parallel, inclusive pedagogies serve as the practical pillar ensuring equal learning opportunities for all students, regardless of their linguistic, ethnic, or socio-economic backgrounds. This educational model rejects forced assimilation and promotes an asset-based approach, where a student's native language and cultural background are viewed as cognitive and identity strengths rather than obstacles. Inclusive strategies involve differentiated instruction, the use of multicultural materials, and the creation of a safe environment where every individual's voice is heard and valued. In conclusion, the theme emphasizes that modern language education carries a major civic responsibility. By integrating intercultural competence and inclusive practices, teachers can break down the invisible barriers in society, preparing global citizens capable of collaborating across borders. The success of this endeavor depends on continuous professional development for teachers and the adoption of a vision where diversity is not just tolerated, but celebrated as a collective wealth.

Cuvinte-cheie: Intercultural competence, Inclusive pedagogies, Language education, Cultural diversity, Social equity

Raluca Petrescu

NEW GAMIFICATION STRATEGIES IN THE ENGLISH CLASS: LEGO® SERIOUS PLAY®

The topic, New Gamification Strategies in The English Class: Lego® Serious Play®, is anchored in recent theories and it is based on the transfer of linguistic theories to practice in the classroom. Throughout my research, I wanted to identify different aspects regarding new gamification strategies that can support students' creativity in writing and develop their speaking ability.One of the modern educational techniques is gamification, a new concept, a new learning and teaching approach whose purpose is to use games and gaming strategies to make activities more enjoyable and to increase students' engagement in the schooling system mostly for those who lost their interest and motivation. Lego® Serious Play®, a method that implies the use of Lego® pieces during English lessons. When applied as a gamification concept LSP is recognized as an innovative method for the teaching and learning process, including the development of creative thinking and problem solving, social awareness, cooperation, and collaboration. Lego® Serious Play® (LSP) method in English language teaching can become a creative and captivating means of helping students enhance their oral competence and self-confidence. This approach gathers the power of active, creative learning and can be especially effective for English learners of all ages.Integrating Lego® Serious Play® into lessons in English can be an effective strategy for teachers looking to boost their students' oral and writing competence and self-confidence. It combines innovative and entertaining learning with effective language progression tactics, making it an intriguing addition to the classroom.

Keywords: Lego® Serious Play® ,critical thinking, competence

Virginia Popović

CLOCOTRISMUL ŞI NEOAVANGARDA ROMÂNO-SÂRBĂ: ADAM PUSLOJIĆ, MARIANA DAN ŞI POETICA EXPERIMENTULUI ARTISTIC ŞI A IDENTITĂŢII CULTURALE

Lucrarea examinează particularităţile clocotrismului, fenomen neoavangardist afirmat în spaţiul cultural sârbesc în a doua jumătate a secolului al XX-lea, evidenţiind contribuţia scriitorilor români la dezvoltarea acestuia şi rolul relaţiilor literare româno-sârbe în configurarea unor noi forme de expresie artistică. O atenţie deosebită este acordată poetului şi traducătorului Adam Puslojić, unul dintre principalii promotori ai clocotrismului şi mediatori ai dialogului cultural româno-sârb, precum şi Marianei Dan, poetă şi cercetătoare care, prin studiile sale dedicate paradigmei avangardiste şi raportului dintre biografie şi creaţie, contribuie la înţelegerea fundamentelor estetice şi spirituale ale acestui fenomen. Sunt evidenţiate, de asemenea, contribuţiile unor personalităţi precum Nichita Stănescu şi Ioan Flora la dezvoltarea unei sensibilităţi artistice transfrontaliere. Cercetarea urmăreşte interferenţele dintre literatură, artă şi existenţă, pornind de la concepţia clocotristă asupra creaţiei colective, a libertăţii expresive şi a depăşirii convenţiilor estetice tradiţionale. Studiul relevă importanţa clocotrismului în consolidarea dialogului intercultural româno-sârb şi subliniază contribuţia lui Adam Puslojić şi a Marianei Dan la afirmarea unei viziuni artistice care depăşeşte frontierele geografice, lingvistice şi estetice.

Cuvinte-cheie: clocotrism, neoavangardă, Adam Puslojić, Mariana Dan, relaţii literare româno-sârbe, cuvânt, identitate culturală, literatura română din Voivodina.

Angela Popovici

ACQUISITION OF THE ROMANIAN LANGUAGE AS A NON-NATIVE LANGUAGE IN THE MULTIETHNIC CONTEXT OF EARLY CHILDHOOD EDUCATION IN THE REPUBLIC OF MOLDOVA THROUGH INTERACTIVE DIGITAL TEACHING TOOLS

In the sociocultural and multiethnic context of the Republic of Moldova, the Romanian language constitutes a fundamental pillar of social cohesion and intercultural dialogue. Beyond its status as an academic subject, proficiency in the state language is an imperative prerequisite for the integration of citizens of various ethnicities and for the exercise of their constitutional rights—an aspect historically confirmed by the Declaration of Independence and the Constitutional Court decisions of 2013 and 2023. This research addresses the process of acquiring Romanian as a non-native language in early childhood education institutions, a stage that is optimal for developing communication skills. The paper argues for the necessity of moving beyond traditional methodologies by implementing interactive digital teaching tools, an essential direction aligned with contemporary educational trends. The introduction of interactive digital technologies into the multiethnic preschool environment (comprising Ukrainian, Gagauz, Bulgarian, Russian children, etc.) addresses the need to streamline the teaching-learning process. Through educational software and interactive applications based on game-based learning, the process of acquiring vocabulary and linguistic structures becomes significantly more accessible and engaging for non-native children. These tools stimulate direct interaction, facilitate conceptual understanding, and reduce communication barriers within the classroom. In conclusion, leveraging interactive digital teaching tools in early childhood education significantly optimizes the acquisition of Romanian as a non-native language. This modern methodological approach supports efficient linguistic integration from an early age, contributing directly to the formation of an inclusive society and to the fulfillment of the European aspirations of the Republic of Moldova.

Keywords: early childhood education, Romanian as a non-native language, digital teaching tools, multiethnic context, social cohesion.

Lilia Porubin

TEACHING ENGLISH FOR ENGINEERING AND CAMBRIDGE EXAM PREPARATION: SYNERGIES, CHALLENGES, AND GOOD PRACTICES

The growing demand for effective English communication in higher education and professional environments highlights the need for language teaching approaches that combine general communicative competence with discipline-specific language skills. This paper explores the synergies, challenges, and good practices involved in teaching English for Specific Purposes (ESP) to Electronics and Telecommunications students and preparing learners for Cambridge English qualifications. The paper aims to identify transferable language competencies and pedagogical strategies that can support both professional communication and internationally recognised English proficiency standards. Particular attention is given to the development of technical vocabulary, reading comprehension, academic and professional writing, oral presentations, listening skills, and effective interaction. The discussion considers how authentic technical materials, communicative tasks, collaborative projects, examination-oriented activities, and formative assessment can be integrated into language instruction to address learners' diverse needs and objectives. A comparative perspective is adopted to examine the different yet complementary purposes of ESP instruction and Cambridge examination preparation. While ESP focuses on communication within specific academic and professional contexts, Cambridge qualifications assess broader language proficiency against established assessment criteria. Recognising these distinctions is essential for designing coherent learning activities without compromising the objectives of either approach. The paper seeks to contribute to the discussion on good practices in English language teaching by proposing practical recommendations for curriculum design, task selection, feedback, and assessment. It argues that a balanced pedagogical approach can strengthen learners' linguistic competence, confidence, and readiness to use English in both professional and internationally oriented contexts.

Keywords: English for Specific Purposes (ESP); engineering education; Cambridge English qualifications; communicative competence; language assessment; teaching methodology.

Irina Postolachi-Josan

THÉÂTRE, LITTÉRATURE ET ÉDUCATION INTERCULTURELLE : VERS UNE DIDACTIQUE EXPÉRIENTIELLE DES LANGUES ET DES CULTURES

Cette communication propose d'examiner les potentialités du croisement entre pratiques théâtrales, textes littéraires et éducation interculturelle dans la didactique des langues, notamment du français langue étrangère (FLE). Elle s'intéresse à la manière dont la mise en voix, l'interprétation, l'incarnation des personnages, l'improvisation et la théâtralisation de textes peuvent favoriser l'appropriation de la langue cible, l'enrichissement du répertoire linguistique et culturel des apprenants ainsi que le développement de leur compétence interculturelle. L'approche expérientielle envisagée repose sur la participation active des apprenants, la mobilisation de leurs expériences personnelles et culturelles et la confrontation réflexive avec des représentations, des valeurs et des pratiques différentes. Le texte littéraire devient ainsi un espace de rencontre et d'interprétation, tandis que le théâtre offre un cadre propice à l'expression de soi, à la coopération et à la négociation du sens. Ces pratiques permettent également d'interroger les stéréotypes, de développer l'empathie et de valoriser la diversité des parcours linguistiques et culturels. En articulant apports théoriques et perspectives didactiques, cette communication entend mettre en évidence l'intérêt d'une pédagogie qui associe expérience artistique, réflexion interculturelle et apprentissage linguistique. Elle défend ainsi une conception de la didactique des langues comme espace de médiation, de création et de construction du sens, dans lequel les apprenants deviennent des acteurs engagés de leur propre apprentissage et du dialogue entre les cultures.

Mots-clés: Didactique du FLE ; théâtre ; littérature ; éducation interculturelle ; approche expérientielle

Elena Prus

THE SEARCH FOR THE EXTRAORDINARY THROUGH THE LENS OF SPATIOTEMPORAL NOMADISM

This paper aims to analyze Olga Tokarczuk's novel Flights (Bieguni) through the lens of the dynamics between spatiotemporal nomadism and the pursuit of the extraordinary as an existential strategy. Premised on the idea that immobility represents a form of spiritual stagnation, the study argues that perpetual movement becomes the sole path to salvation and self-knowledge amidst the rigors of the contemporary world. The critical approach first explores the spatial dimension of nomadism through the framework of Marc Augé's "non-places." Spaces of transit—airports, train stations, terminals, and hotel rooms—strip away their anonymous nature, transforming into the privileged setting for discovering the unusual and examining the "interior maps" of the human body via anatomical museums. Next, the temporal dimension is examined by applying Mikhail Bakhtin's concept of the "chronotope." Tokarczuk constructs a narrative matrix where time gains spatial visibility and space becomes charged with history, abolishing linear chronology and fluidly connecting the 17th century with the tech-driven present. Here, the extraordinary is revealed not merely as an aesthetic curiosity or biological anomaly, but as a manifestation of the sacred hidden within the marginal details of existence. In conclusion, the paper demonstrates that the spatiotemporal nomadism proposed by Tokarczuk goes beyond mere tourism, evolving into a true ontology of travel. Through the intersection of non-places and a constellation-like chronotope, wandering becomes an indispensable state of mind through which the individual renegotiates their identity, turning the unexpected into a fundamental metric of meaning.

Keywords: Olga Tokarczuk, Spatiotemporal nomadism, Non-places, Chronotope, The extraordinary

Anca-Maria Purice

PROXIMIZATION TECHNIQUES IN TEACHING ENGLISH

Many learners of English disengage not because the language is beyond their reach, but because classroom content feels distant from their own experience. This presentation reports on a classroom-based study that adapts Piotr Cap's Proximization Theory, originally developed in critical discourse analysis, to English language teaching. Supported by Harré's Positioning Theory, Sweller's Cognitive Load Theory and the second language acquisition theories of Krashen, Long and Swain, the study examines whether reducing the spatial, temporal, axiological and discursive distance between learners and lesson content can improve both performance and engagement. An experimental group taught through proximization-based activities was compared with a control group following a standard textbook approach. Pre- and post-tests in reading, listening and writing showed a modest improvement for the experimental group. Teacher and student questionnaires indicated that relevance strongly shapes engagement. The presentation will share practical, easily adaptable activities, such as relocating global issues into learners' own communities, writing dialogues with their younger selves and arguing from unfamiliar perspectives. It will also discuss how teachers can use proximization to make existing materials more meaningful.

Keywords: proximization, positioning, learner engagement, EFL, classroom research

Raduc Georgiana Madalina

HUMAN VALUES IN THE CONTEXT OF USING ARTIFICIAL INTELLIGENCE TO DEVELOP STUDENTS' CREATIVITY

The integration of artificial intelligence (AI) into education offers new opportunities for developing students' creativity while raising important questions concerning the preservation and promotion of human values in the learning process. This paper examines the role of human values in guiding the pedagogically responsible use of AI-based tools to foster students' creative potential. Particular attention is given to values such as autonomy, responsibility, originality, critical thinking, collaboration, respect, and intellectual integrity, which provide an essential framework for meaningful educational experiences in the digital age. The paper explores the potential of AI to support creative expression, idea generation, problem-solving, and the exploration of alternative perspectives, while emphasizing that technological assistance should complement rather than replace students' independent thinking and personal initiative. It also considers educational challenges associated with AI use, including overdependence on automated suggestions, reduced originality, and the ethical implications of AI-generated content. The teacher's role is highlighted as essential in cultivating a learning environment in which technological innovation is balanced with human agency, ethical awareness, and respect for individual creativity. The paper argues that the effective integration of AI into education requires not only digital competence but also a value-oriented pedagogical approach that places the learner's personal development at its centre. Ultimately, human values constitute a fundamental reference point for ensuring that artificial intelligence contributes to the development of creative, autonomous, and responsible learners.

Keywords: human values, artificial intelligence, student creativity, digital education, critical thinking, ethical use of AI, educational innovation, learner autonomy.

Rotaru Eugenia

THE USAGE OF THE LINGUISTIC CORPORA IN TEACHING FOREIGN LANGUAGES

This article is based on the master's thesis, entitled "Exploring Digital Multilingual Corpora for the Development of Linguistic and Disciplinary Competencies in the CLIL Context", investigates how the integration of digital corpora into the CLIL (Content and Language Integrated Learning) teaching process can contribute to the simultaneous development of both linguistic and disciplinary competencies of students in the Republic of Moldova. The thesis is structured in five main chapters: introduction, theoretical framework, methodological chapter, case study, and conclusions. The theoretical framework is grounded in Coyle, Hood and Marsh's 4C model (2010), the New London Group's multiliteracies theory (1996), the principles of corpus linguistics (Boulton, 2010; Granger, 2008), and the translanguaging approach (García & Wei, 2014). The research methodology is of a mixed type, combining quantitative methods (pre-test/post-test, statistical analysis) and qualitative methods (semi-structured interviews, analysis of students' texts through lexical density and collocations). The case study demonstrates that the use of digital corpora – particularly Sketch Engine, LexTutor and CLILstore.eu – in CLIL biology lessons significantly improves academic subject-specific vocabulary and facilitates understanding of disciplinary content. The conclusions formulate concrete recommendations for non-linguistic subject teachers (NLS) in the Republic of Moldova, for continuing education institutions, and for educational policy decision-makers.

Keywords: CLIL, digital multilingual corpora, linguistic competences, Data-Driven Learning, translanguaging

Rusov Veronica

REFLECTIVE PRACTICES IN DEVELOPING INTERCULTURAL COMPETENCE IN FUTURE TEACHERS

The linguistic and cultural diversity of contemporary educational environments requires future teachers to value diversity, prevent stereotypes and discrimination, and promote intercultural dialogue. In this context, reflective practices provide formative opportunities to critically examine personal cultural values, beliefs, and attitudes and to develop pedagogical approaches grounded in respect and equity. The aim of this article is to highlight the formative value of reflective practices in developing future teachers' intercultural competence and to identify ways of integrating these practices into initial teacher education. The theoretical approach draws on perspectives on intercultural competence and professional reflection, examining practices organized into five categories: cultural self-awareness, through reflective journals and the examination of personal prejudices; analysis of intercultural experiences, through case studies, simulations, and reflection on communication; critical and ethical reflection, through the examination of discrimination and intercultural dilemmas; collaborative reflection, through reflective dialogue and peer feedback; and professional transfer, through the design of culturally responsive teaching activities and personal development plans. The article also considers the potential of Gibbs' Reflective Cycle and the 5R framework to structure the analysis of intercultural experiences. The analysis emphasizes the importance of systematically integrating these practices into curricular activities and teaching placements through guiding questions, authentic educational situations, and reasoned dialogue. Reflective practices can contribute to raising awareness of prejudice, developing empathy, understanding alternative cultural perspectives, and making equitable pedagogical decisions. Professional reflection thus emerges as a relevant methodological resource for preparing teachers to respond sensitively and responsibly to cultural diversity in educational settings.

Keywords: pedagogical reflection, reflective practices, intercultural competence

Ana Sacara

LANGUAGE RIGHTS, LEGAL FRAMEWORKS, AND LINGUISTIC DIVERSITY: LAW, IDENTITY, AND EDUCATION IN MULTILINGUAL SOCIETIES

Language rights are essential for protecting human rights, cultural identity, and linguistic diversity in multilingual societies. This paper examines the legal frameworks governing language rights and their relationship with identity, education, and social inclusion. It focuses on international and european standards, national legislation, and the challenges of protecting minority languages while ensuring equal access to education. Particular attention is given to the Republic of Moldova, a multilingual country where effective language policies are important for protecting linguistic communities and promoting social cohesion. The study aims to identify legal challenges and propose recommendations for strengthening language rights and promoting inclusive multilingual education.

Keywords: language rights, linguistic diversity, legal framework, minority languages, education, cultural identity.

Sava Anastasia

INTEGRAREA STRATEGIILOR EURISTICE ÎN CLIL PENTRU DEZVOLTAREA COMPETENȚEI DE COMUNICARE INTERCULTURALĂ

În contextul diversificării mediilor educaţionale şi al intensificării contactelor dintre limbi şi culturi, dezvoltarea competenţei de comunicare interculturală reprezintă o direcţie importantă a formării lingvistice contemporane. Abordarea CLIL (*Content and Language Integrated Learning*), bazată pe învăţarea integrată a conţinuturilor disciplinare şi a limbii străine, oferă oportunităţi relevante pentru explorarea diversităţii culturale şi dezvoltarea capacităţii de a interpreta perspective diferite. Cu toate acestea, valorificarea potenţialului intercultural al acestei abordări presupune utilizarea unor strategii didactice care să stimuleze participarea activă, reflecţia şi construirea autonomă a semnificaţiilor. Lucrarea îşi propune să analizeze posibilităţile de integrare a strategiilor euristice în activităţile CLIL, în vederea dezvoltării competenţei de comunicare interculturală la studenţii care se pregătesc pentru profesia didactică. Demersul se fundamentează pe complementaritatea dintre învăţarea prin descoperire, investigarea problematizantă şi abordarea integrată a limbii şi a conţinuturilor culturale. Sunt avute în vedere strategii precum formularea întrebărilor deschise, explorarea situaţiilor-problemă cu relevanţă interculturală, compararea perspectivelor culturale, formularea şi verificarea ipotezelor, interpretarea critică a documentelor autentice şi argumentarea punctelor de vedere. În această perspectivă, CLIL devine nu doar un cadru pentru dezvoltarea competenţelor lingvistice şi însuşirea conţinuturilor disciplinare, ci şi un spaţiu de dialog, negociere a sensurilor şi reflecţie asupra propriilor reprezentări culturale. Integrarea strategiilor euristice poate favoriza dezvoltarea curiozităţii intelectuale, a gândirii critice, a empatiei şi a disponibilităţii de a înţelege perspective culturale diferite. Totodată, sunt evidenţiate posibilităţile de utilizare a resurselor digitale şi a materialelor autentice pentru crearea unor situaţii de învăţare colaborativă şi interculturală.

Cuvinte-cheie: CLIL, strategii euristice, competenţă de comunicare interculturală, formarea profesorilor, învăţare integrată.

Lucia Şchiopu

EFL WRITING AS A COGNITIVE, COMMUNICATIVE, AND TECHNOLOGY - MEDIATED SKILL

Writing is a complex linguistic, cognitive, and communicative skill that involves organizing ideas, using language accurately, and producing coherent texts for specific purposes and audiences. This article examines major theoretical perspectives on writing, focusing on its linguistic, cognitive, sociocultural, strategic, and mechanical components, as well as its classifications according to pedagogical purpose, rhetorical function, and writing process. Particular attention is given to the distinction between product-oriented and process-oriented approaches, highlighting their respective contributions to the development of writing proficiency in English as a Foreign Language (EFL). The article also explores the role of digital technologies in contemporary writing instruction, emphasizing their potential to facilitate drafting, revision, collaboration, feedback, multimodal composition, and learner autonomy. Drawing on relevant theoretical and empirical studies, it discusses the relationship between digital literacy, self-directed learning, and writing development, while acknowledging challenges related to technological access, digital competence, and teacher preparation. The article argues that effective writing instruction requires an integrated pedagogical approach that combines linguistic accuracy, meaningful communication, iterative writing practices, and purposeful technology integration. Such an approach can support learners in developing independent, competent, and adaptable writers capable of meeting diverse academic and communicative demands.

Keywords: writing skills, EFL instruction, product-oriented writing, process-oriented writing, digital writing, digital literacy, learner autonomy

Teodora Şooş

DREAM AS A FORM OF RESISTANCE

In this study I aim to highlight the importance of Iordan Chimet's work, an author who had the courage to fight against a restrictive regime with candid forces. Iordan Chimet's aesthetic work allows the composition of a relationship between literature and imagery, creating an evasive literature during the hostile context of the communist totalitarian years. Chimet left a rich bibliophile legacy, exploring the prosperous relationship between literature and visual arts. Illustration played an important role in the scenography of Iordan Chimet's volumes, creating a personal, recognizable brand for designing his books. He often referred to the book as being a „sacred object" therefore he organized spectacular multi-sensory volumes as a curator, at the intersection between literary and visual art. His projects were mistaken for children's literature, the best camouflage against the communist censorship. The author intended for the message of his books to function as a narcotic perfume that would numb the censors' authority, his subversive message of innocence and dreaming being the sublime alibi to create hope in the subconscious of his generation. Iordan Chimet's most iconic book is The Twelve Months of the Dream. The Anthology of Innocence (1972) - a visual literature volume which became a symbol for that period and a real luxury object - a jewel in the collection of a bibliophile, because it is rare and very difficult to re-edit. Bibliosmia, the perfume that Iordan Chimet succeded to create over decades through the pages of his books, along with other senses, create a multisensory exeperience. We can refer to Chimet's dream as to a miracle whose destiny was to revive ludic in an age when it was almost impossible for such innocent practices. A dream not necessary behind the closed lids, but rather as dreamscape. After 1989, Iordan Chimet remembered living during the Romanian communist regime: „if we have the courage to remember, even dreaming became a luxury, just a few of us were still dreaming, many had given up".

Keywords: multisensory, ekphrasis, visual literature, calligrams, fantasy

Tatiana Şova

SCHOOL ADAPTATION OF PRIMARY SCHOOL STUDENTS IN INTERCULTURAL CONTEXTS

The school adaptation of primary school students in intercultural contexts is a complex process influenced by the interaction between the child's individual characteristics, family environment, educational climate, and the sociocultural diversity of the school community. In the context of population mobility, migration, and increasingly frequent contacts between cultures, educational institutions face challenges related to the integration of children from different cultural, linguistic, and social backgrounds. In this context, ensuring favorable conditions for school adaptation becomes a priority for promoting equity, inclusion, and the active participation of all students in the educational process. The article presents an analysis of the specific features of primary school students' adaptation in intercultural contexts, highlighting the factors that facilitate or hinder their integration into the school environment. The essential dimensions of school adaptation are addressed, with an emphasis on socio-emotional, relational, behavioral, and academic adaptation. Furthermore, the influence of linguistic and cultural differences on communication and interactions among students is examined, along with the role of relationships with peers and teachers and the importance of family support in the process of adapting to school requirements and norms. Particular attention is paid to the teacher's role in creating a safe, inclusive educational environment that is sensitive to cultural diversity. Valuing students' cultural experiences and identities, promoting mutual respect, preventing stereotypes and discrimination, and using interactive teaching strategies can contribute to developing a sense of belonging and strengthening positive relationships within the classroom. At the same time, school–family collaboration and partnerships with specialists can facilitate the early identification of adaptation difficulties and the development of educational interventions tailored to individual needs. Therefore, school adaptation in intercultural contexts is both a condition for students' well-being and an important benchmark for developing an inclusive, equitable school that is open to diversity.

Keywords: School adaptation, primary school students, intercultural contexts, cultural diversity, socio-emotional education, inclusive education, school integration

Simona Alina Zora Stancovici

EDUCATION: THE FUNDAMENTAL PATHWAY TO CULTURAL HERITAGE

This paper explores the structural paradigm of education as the primary vehicle for transmitting, preserving, and revitalizing both tangible and intangible cultural heritage. In an era dominated by hyper-globalization and cultural homogenization—often theorized as the "McDonaldization of culture"—the educational system transcends its traditional instructional role, becoming a vital sanctuary for collective memory and identity resilience. By analyzing the specific case of the Banat region—a historical space renowned for its industrial heritage and its exemplary model of multi-ethnic interculturality (spiritus loci)—this study demonstrates how formal and non-formal education can transform historical archives and technical artifacts into strategic resources for the future. The paper addresses key dimensions such as the epistemological matrix of the mother tongue, multi-perspectival history teaching as an antidote to populism, experiential arts pedagogy, and the deployment of emerging digital technologies (VR, LIDAR) in heritage conservation. Concurrently, the research highlights the synergy between academic institutions and local communities through service-learning ecosystems, and examines the role of creative industries (such as ethno-design and cultural tourism) in ensuring sustainable heritage development. Ultimately, the paper argues for a paradigm shift in higher education, micro-positioning students not as passive inheritors, but as active creators and guardians of global and regional cultural legacy.

Keywords: Cultural heritage, interculturality identity resilience, Banat Region, creative industriei, educational ecosytem

Stanescu Iuliana

PLURICULTURAL SELF AND OTHER IN THE ENGLISH CLASS

This study investigates the dual role of English language education: developing learners' communicative and linguistic competences while simultaneously shaping their identities through engagement with cultural diversity. It argues that the English classroom provides more than opportunities for language acquisition; it also offers a space in which learners explore their own values, question assumptions, understand different perspectives, and redefine their relationship with the Self and the Other. The theoretical framework draws on the Common European Framework of Reference for Languages: Companion Volume (2020), particularly its conceptualisation of plurilingual and pluricultural competence and the learner as a social agent. The research focused primarily on eighth-grade students attending an intensive English programme and was conducted throughout the 2024–2025 school year. Following diagnostic, planning, implementation, and evaluation stages, the study employed questionnaires, a diagnostic test, learner portfolios, communicative tasks, differentiated instruction, and collaborative projects. The national curriculum and the Grade 8 intensive English textbook were also analysed against relevant CEFR descriptors. The findings indicate that learners improved their ability to compare cultural practices, express opinions on intercultural issues, and adapt their communication to different contexts. Speaking and writing performances suggested progress towards B1 competence, with some evidence of B2-level performance. Furthermore, activities addressing cultural stereotypes, emotional awareness, and diverse perspectives encouraged learners to reflect on their own values and develop greater openness towards others. Curriculum analysis also revealed gaps concerning mediation and critical reflection, which the classroom intervention sought to address. Despite the limitations of a single-group study, the findings support the integration of linguistic and intercultural objectives in English teaching. The research highlights the English classroom as both a space for communicative development and an environment for identity formation, where learners refine their understanding of themselves and become better prepared to engage meaningfully with cultural diversity.

Keywords: communicative competence, identity formation; pluricultural;

Ştefliuc Gabriela

RUMINATION AND POSITIVE REAPPRAISAL AS COGNITIVE EMOTION REGULATION STRATEGIES: IMPLICATIONS FOR PSYCHOSOCIAL ADAPTATION IN YOUNG ADULTS

Cognitive emotion regulation represents an important psychological process in managing emotional experiences and adapting to the demands of the social environment. Young adulthood is characterized by personal, professional, and relational transitions, during which cognitive emotion regulation strategies may contribute to individual differences in psychosocial functioning. The aim of this paper is to compare rumination and positive reappraisal in order to clarify how these strategies may relate to psychosocial adaptation in young adults. The paper proposes a narrative synthesis of relevant literature, organized around conceptual definitions, cognitive mechanisms, and reported links with psychological distress and socioemotional functioning. Within this theoretical framework, rumination is examined in relation to persistent negative affect and difficulties in problem solving, whereas positive reappraisal is considered in terms of its potential to support more flexible interpretations of stressful experiences. Contextual factors and the limitations of rigidly classifying strategies as adaptive or maladaptive are also considered. The proposed contribution is to distinguish the mechanisms associated with these two strategies and outline a conceptual framework for further investigation of psychosocial adaptation in young adults. Implications for future research hypotheses and emotion regulation-focused psychological interventions are discussed.

Keywords: cognitive emotion regulation, rumination, positive reappraisal, psychosocial adaptation, young adults.

Tambur Ana-Alexandrina

INTERFERENTA LINGVISTICĂ ÎN ÎNVĂTAREA LIMBILOR STRĂINE: CRITERII DE CLASIFICARE SI PARTICULARITĂTI DE MANIFESTARE

Studiul abordează problematica interferenței lingvistice în procesul de învățare a limbilor străine, urmărind sistematizarea principalelor criterii de clasificare și evidențierea particularităților de manifestare a acestui fenomen. Demersul investigativ valorifică perspectivele teoretice consacrate în lingvistica contactelor dintre limbi și în cercetările privind achiziția limbilor străine, propunând o analiză comparativă a tipologiilor interferenței în funcție de domeniul de funcționare, modul de manifestare, nivelul lingvistic și sursa influenței. Sunt examinate distincțiile dintre interferența interlinguală și cea intralinguală, precum și manifestările interferențiale la nivel fonetic, gramatical, lexical și semantic. O atenție specială este acordată clasificării interferenței fonetice elaborate de Uriel Weinreich, care distinge patru mecanisme fundamentale: subdiferențierea, supradiferențierea, reinterpretarea distincțiilor și substituția sunetelor. Analiza evidențiază caracterul multidimensional al interferenței lingvistice și necesitatea corelării criteriilor de clasificare pentru o înțelegere mai nuanțată a mecanismelor care determină transferul structurilor și particularităților lingvistice. Sistematizarea propusă contribuie la clarificarea delimitărilor conceptuale și oferă repere teoretico-metodologice pentru cercetarea influențelor interlingvistice în procesul de însușire a unei limbi străine.

Cuvinte-cheie: interferență lingvistică, interferență interlinguală, interferență intralinguală, tipologia interferenței, interferență fonetică, interferență gramaticală, contact lingvistic, influență interlingvistică.

Taragan Elena

THE CONCEPT OF GUILT IN WILLIAM SHAKESPEARE'S "MACBETH"

In William Shakespeare's tragedy "Macbeth", the concept of guilt is a fundamental element of the tragic experience, closely linked to unrestrained ambition, the desire for power, and the violation of moral laws. Beginning as a brave general, loyal to King Duncan, Macbeth eventually commits regicide, being influenced by the witches' prophecies and his wife Lady Macbeth's insistence. However, the murder is not merely the result of external influences but also an expression of a desire that already existed within the character. Macbeth's tragic guilt manifests itself both through his actions and through the conscience that relentlessly haunts him after committing them. Duncan's murder simultaneously violates the political order, family bonds, the laws of hospitality, and the moral principles. In order to retain his throne, Macbeth resorts to further murders, gradually becoming a tyrant consumed by fear and suspicion. Thus, his initial guilt sets off a chain of violence from which he can no longer escape. Lady Macbeth, in her turn, plays a role in initiating the crime and attempts to suppress her remorse. Later, however, she becomes overwhelmed by guilt, which manifests itself through sleepwalking and her obsession with blood on her hands. The fates of both characters demonstrate that punishment does not come only from external forces but also from within one's own conscience. Therefore, Shakespeare portrays guilt as a force that leads to an individual's moral degradation and psychological collapse. Both Macbeth and Lady Macbeth become perpetrators and victims of their own choices. Their tragedy highlights the idea that power obtained through the violation of moral principles does not bring happiness but suffering, isolation, and ruin.

Keywords: guilt, ambition, power, conscience, moral degradation

Topor Gabriella

THE STUDY OF RUSSIAN LITERARY WORKS IN THE CONTEXT OF THE DIALOGUE OF CULTURES WITHIN THE SCHOOL CURRICULUM

In the context of European integration, outstanding works of world literature have increasingly been incorporated into the school curriculum of the Republic of Moldova. Literature teaching at the secondary level reflects an understanding of literary development as part of humanity's shared cultural heritage. The study of Russian and world literature in gymnasiums and lyceums is based on the principles of historicism, comparativism, and dialogism, which contribute to broadening students' literary horizons, developing creative imagination, and enriching aesthetic perception. This paper examines the educational potential of studying Russian literary works through intercultural dialogue and comparative literary analysis. Particular attention is devoted to identifying thematic, historical, and artistic connections between Russian literature and other European literary traditions. Examples include comparisons between *The Tale of Igor's Campaign* and medieval heroic epics; Alexander Pushkin's *Eugene Onegin* and French novels of the eighteenth and nineteenth centuries; Nikolai Gogol's *Dead Souls* and works by Honoré de Balzac and Charles Dickens; and the representation of family relationships in Pushkin's *The Stationmaster* and Balzac's *Father Goriot*. The comparative approach encompasses thematic interpretation, character analysis, narrative structures, artistic techniques, and the identification of shared cultural values. Such activities enable students to recognise both the distinctive characteristics of individual authors and the common features of literary movements and historical periods. They also encourage critical thinking, intercultural awareness, and an understanding of the continuity and transformation of literary traditions. The paper argues that integrating Russian literary works into the broader dialogue of world cultures strengthens the educational and formative dimensions of literature teaching. A comparative-typological approach contributes to more meaningful literary interpretation, promotes appreciation of cultural diversity, and helps students understand Russian classical literature within the interconnected development of world literary heritage.

Keywords: dialogue of cultures; interconnected study of literatures; comparative-typological approach; Russian literature; world literature; methodology of teaching Russian and world literature.

Trinca LIlia

REPREZENTĂRI LINGVOCULTURALE ALE TIMPULUI ÎN PAREMIOLOGIA ROMÂNEASCĂ: MODELE DE CONCEPTUALIZARE ŞI VALORI SIMBOLICE

Timpul constituie una dintre categoriile fundamentale prin care omul îşi organizează experienţa şi interpretează realitatea, reprezentările sale lingvistice reflectând particularităţi cognitive şi valori culturale sedimentate istoric. Studiul investighează modalităţile de conceptualizare a timpului în paremiologia românească, urmărind identificarea modelelor semantice şi a mecanismelor metaforice prin care experienţa temporală este transpusă în structuri proverbiale şi expresii tradiţionale. Fundamentată pe principiile lingvisticii cognitive şi ale abordării lingvoculturale, cercetarea valorifică un corpus de proverbe, zicători şi unităţi frazeologice româneşti care actualizează diferite ipostaze ale temporalităţii. Analiza evidenţiază reprezentarea timpului ca resursă, forţă determinantă a existenţei, reper al experienţei individuale şi colective, precum şi ca succesiune ciclică a anotimpurilor, sărbătorilor şi etapelor vieţii. O atenţie particulară este acordată relaţiei dintre structurile lingvistice ale temporalităţii şi imaginarul cultural românesc, în care experienţa agrară, ritmurile calendaristice şi tradiţiile comunitare contribuie la configurarea unei viziuni specifice asupra timpului. Sunt examinate, totodată, raporturile dintre timpul liniar şi cel ciclic, dintre temporalitatea obiectivă şi cea subiectivă, precum şi dintre experienţa individuală şi memoria colectivă. Cercetarea urmăreşte să evidenţieze rolul discursului paremiologic în conservarea şi transmiterea unor modele tradiţionale de interpretare a temporalităţii, contribuind la înţelegerea relaţiei dintre limbaj, gândire şi cultură.

Cuvinte-cheie: conceptualizarea timpului, paremiologie românească, temporalitate, lingvistică cognitivă, imaginar lingvocultural, metaforă conceptuală, memorie culturală.

Elena Tsymbalyuk

INTERCULTURAL DIALOGUE IN EARLY CHILDHOOD EDUCATION: FROM RECOGNIZING DIFFERENCES TO SHARED EXPERIENCES

The organization of intercultural dialogue in early childhood education is an important area of educational practice aimed at fostering individuals capable of respectful interaction in conditions of cultural, ethnic, and linguistic diversity. The relevance of this topic stems from the need to create an inclusive and supportive educational environment in early childhood education institutions, where every child has the opportunity to preserve their cultural identity, become acquainted with the experiences of others, and participate in joint activities based on equality and mutual respect. The aim of this paper is to explore the educational significance of intercultural dialogue in early childhood, identify the key principles underlying its implementation, and describe effective forms, methods, and techniques for organizing relevant educational activities. The paper clarifies the relationship between the concepts of "multiculturalism" and "interculturality," explains the nature of intercultural competence, and examines its cognitive, affective, and behavioral components. Particular attention is paid to the potential of early childhood for developing empathy, openness, communication skills, and respect for cultural differences. The fundamental principles of intercultural dialogue are presented, including cultural equality, mutual respect, openness and tolerance, the rejection of cultural ethnocentrism, active listening, the identification of shared values, and non-violent conflict resolution. The practical section focuses on organizational, activity-based, communicative, and spatial forms of implementing intercultural dialogue in early childhood education institutions. It explores the potential of folk tales and games, dramatization, musical and rhythmic activities, artistic and creative work, educational projects, family gatherings, and digital educational resources. The role of educators in creating a safe and welcoming environment that encourages the active participation of every child is emphasized, along with the importance of cooperation between early childhood education institutions and families. The paper concludes that intercultural dialogue should not be treated as an occasional thematic event but rather as an integral part of everyday educational practice that contributes to fostering socially responsible individuals who are open to interaction and respectful of cultural diversity.

Кључне речи: intercultural dialogue, early childhood education, preschool age, intercultural competence, cultural diversity.

Turbincă Ana Maria

AXIOLOGIA PARTENERIATULUI EDUCAȚIONAL IN DEZVOLTAREA AUTOCONTROLULUI EMOȚIONAL LA PREȘCOLARI

Cercetarea doctorală „Axiologia parteneriatului educaţional în dezvoltarea autocontrolului emoţional la preşcolari", abordează rolul valorilor comune promovate de familie şi grădiniţă în formarea competenţelor socio-emoţionale ale copilului. Actualitatea temei rezultă din necesitatea unei educaţii timpurii centrate nu numai pe achiziţii cognitive, ci şi pe empatie, responsabilitate, cooperare şi gestionarea adecvată a emoţiilor. Pornind de la constatarea că mesajele şi practicile educative ale părinţilor şi cadrelor didactice pot fi divergente, cercetarea urmăreşte să clarifice în ce măsură convergenţa axiologică favorizează dezvoltarea autocontrolului emoţional. Problema ştiinţifică vizează insuficienta fundamentare a relaţiei dintre acordul valoric al partenerilor educaţionali şi autoreglarea emoţională a preşcolarilor.Fundamentarea teoretică integrează axiologia educaţiei, teoria parteneriatului familie–grădiniţă şi teoriile dezvoltării socio-emoţionale. Metodologia propusă combină analiza teoretică, observaţia pedagogică, chestionarul, interviul, analiza produselor activităţii şi experimentul pedagogic, completate prin prelucrarea cantitativă şi calitativă a datelor. Noutatea preconizată constă în definirea şi operaţionalizarea convergenţei axiologice ca dimensiune a parteneriatului educaţional şi în construirea unui model aplicabil educaţiei preşcolare. Rezultatele aşteptate includ instrumente de evaluare, strategii de colaborare şi recomandări pentru cadre didactice şi părinţi. Prin acestea, cercetarea urmăreşte consolidarea coerenţei educative dintre mediul familial şi cel instituţional şi sprijinirea dezvoltării emoţionale echilibrate a copiilor.

Cuvinte-cheie: axiologia educaţiei, parteneriat educaţional, convergenţă axiologică, autocontrol emoţional, preşcolari.

Văduva Virginia-Liliana

A GENRE-BASED APPROACH TO DEVELOPING WRITING SKILLS

Teaching writing has always been a challenge for teachers as it represents one of the most complex problems in the language teaching process, and in time we have also become increasingly aware of how difficult writing can be for students as well. Therefore, it is essential to identify effective teaching strategies in order to help students develop their writing skills in a coherent and functional manner. When teaching English as a second language, students have to learn the English language and also develop their writing skills which make things more difficult. To make things easier, teachers should adopt an effective pedagogy in the classroom, so a genre-based approach to writing instruction seems ideal in this regard as it incorporates both language and writing into writing pedagogy. The aim of the current research is to find ways to improve writing skills and to build up a positive attitude to developing this competence. The research is intended to explore the use and effectiveness of Genre-Based Approach in developing writing skills to secondary school students and to examine the changes in their writing abilities after using this method. It also aims to answer the following questions: -"What are the challenges that my students encounter when developing their writing skills?" -"How can I use Genre-Based Approach to support my students in overcoming these challenges?" -"How effective is the Genre-Based Approach in developing students' writing skills?" This study set out to explore the extent to which the Genre-Based Approach could support the development of writing skills in lower secondary English classes. Looking back on the intervention as a whole, I believe that it offers valuable insights not only into students' writing development but also into my own teaching practice
It has also encouraged me to reflect more carefully on the role of the teacher in supporting writing development. Rather than simply correcting students' work, I found that providing guidance before writing, creating opportunities for discussion and offering constructive feedback throughout the process helped students engage with writing in a more confident and purposeful way.

Keywords: Genre-Based Approach, Writing Skills, Lower Secondary Education

Frozina Valek

МАРА ЈОАНА СЛАВИЋА НА ГРАНИЦИ ЕРДЕЉА И БАНАТА И ДОМЕТИ ЊЕНОГ ПРЕВОДА НА СРПСКИ ЈЕЗИК

Роман Јоана Славића Мара (1906) посматра се у овом прилогу на интерсекцији перцепције мултикултурног и мултиконфесионалног простора пограничја Ердеља и Баната крајем 19. века. Истовремено се скреће пажња на проблеме превођења овог Славићевог дела и питање аутентичне личности његовог преводиоца на српски језик. Указује се на успешна преводилачка решења у превођењу неколико одабраних локалних банатских израза, идиома и фолклорних формула. Посебна пажња посвећује се начинима на које језичке и културне особености пограничног простора доприносе обликовању идентитета књижевних ликова и представљању сложених међуетничких и међуверских односа. Разматрају се и изазови преношења регионално обележене лексике и културно специфичних значења у српски језик, уз сагледавање односа између верности изворном тексту и његове разумљивости циљној читалачкој публици. На тај начин истраживање настоји да укаже на значај књижевног превођења као облика интеркултурног посредовања и доприноса рецепцији румунске књижевности у српском културном простору.

Кључне речи: Ердељ, Банат, мултиконфесионалност, пограничје, превод, 19. век

Robert Williams

„MEDIA LITERACY AND AI-GENERATED CONTENT: CHALLENGES FOR INTERCULTURAL EDUCATION IN THE DIGITAL AGE"

The rapid expansion of generative artificial intelligence has transformed the global media landscape, producing synthetic text, images and audio at unprecedented scale. While these technologies offer new opportunities for education, they also intensify risks of disinformation, manipulation and erosion of trust — challenges that acquire specific urgency in intercultural educational contexts, where learners must navigate meaning across languages, histories and cultural frames. This paper examines the intersection of media literacy, AI-generated content and intercultural education, asking how educators and media professionals can equip learners to critically engage with synthetic information without losing the dialogic potential of digital communication. The study combines a qualitative content analysis of recent policy frameworks — including UNESCO and Council of Europe recommendations on media and information literacy and on the ethics of artificial intelligence — with a practitioner perspective drawn from the author's experience as Editor-in-Chief of an international news platform. Particular attention is given to how AI-generated content complicates the verification of sources, the attribution of authorship and the representation of cultural identities, and to the way algorithmic curation may reinforce stereotypes rather than foster intercultural understanding. The paper argues that media literacy must be reconceptualised not merely as a set of technical verification skills, but as an intercultural competence: the capacity to recognise how meaning is constructed, mediated and culturally situated in AI-driven environments. It proposes a practical framework for integrating AI literacy into language, literature and culture curricula, emphasising critical reading, source evaluation and ethical reflection. The contribution is twofold. Theoretically, it links media literacy debates with intercultural education theory; practically, it offers concrete recommendations for teachers, curriculum designers and journalists working in multilingual and multicultural settings. The paper thus responds directly to the conference's call for contemporary trends and intercultural perspectives, demonstrating how new technologies in education can become instruments of critical understanding rather than sources of fragmentation.

Keywords: media literacy; AI-generated content; intercultural education; disinformation; digital competence; critical thinking

Миливој Алановић

КАУЗАТИВНА ДИЈАТЕЗА У СРПСКОМЕ ЈЕЗИКУ

Појам каузативне дијатезе се издваја у функционалним описима језичке структуре као засебан дијатетички образац, којим се на специфичан начин уређује однос између радње и учесника у радњи, при чему се поменута посебност огледа у месту граматикализације узрочнога чиниоца означене ситуације. Наиме, док се актив огледа у промоцији граматичког субјекта као вршиоца радње, а пасив у промоцији граматичког субјекта као објекта означене радње, дотле се каузативним конструкцијама формом граматичког субјекта изражава каузатор, односно узрочни чинилац одговоран за иницирање реченицом означене ситуације. Задатак овога истраживања јесте да систематизује све лексичко-граматичке појавне облике посматранога дијатетичког обрасца, уз дефинисање главних координата његове граматикализације у српскоме језику.

Кључне речи: Српски језик, синтакса, дијатеза, каузативна дијатеза

Владан Видицки

ИНТЕРНАЦИОНАЛИЗАЦИЈА ВИСОКОГ ОБРАЗОВАЊА КРОЗ МЕЂУНАРОДНУ МОБИЛНОСТ СТУДЕНАТА: ИДЕНТИТЕТСКЕ ПРОМЕНЕ И ИЗАЗОВИ ИНТЕРКУЛТУРАЛНЕ ИНТЕГРАЦИЈЕ

Интернационализација високог образовања последњих деценија значајно је повећала студентску мобилност. Само у европским земљама ОЕЦД-а међународним студентима је 2020. године издато 1,9 милиона дозвола за боравак, а овим трендовима све је више обухваћена и Србија, као земља одласка и као земља пријема међународних студената. Интернационализација се у научним истраживањима, међутим, најчешће посматра кроз институционалне показатеље, а много ређе кроз искуство самих студената. Рад полази од тезе да је међународна студентска миграција друштвени и идентитетски процес кроз који студенти истражују себе и преговарају о културној припадности, при чему универзитет постаје простор интеркултуралног сусрета. Циљ рада је да испита које идентитетске промене међународни студенти препознају као последицу студирања у иностранству и у којим доменима их најснажније опажају, као и како се ова искуства разликују између студената из Србије на студијама у иностранству и страних студената у Србији. Истраживање се заснива на експлораторном секвенцијалном нацрту комбинованих метода, који је заснован на интервјуима и анкетном истраживању са студентима из Србије на студијама у иностранству и страним студентима у Србији. Резултати показују да студенти промене најснажније опажају у домену жељеног стила живота, каријере и односа према другим културама, а најмање у односима са породицом и пријатељима. Уочене су и разлике између студената из Србије који студирају у иностранству и студената са Глобалног Југа који студирају у Србији: док први доживљавају израженије промене, пре свега у погледу стила живота какав прижељкују, искуство других обележавају мање промене, емоционална дистанца и социјална изолација, што указује на тешкоће у интеграцији. Резултати упућују на то да интернационализација не подразумева аутоматски и интеграцију, због чега рад закључно разматра шта универзитети у Србији могу да учине како би подстакли интеркултуралну интеграцију међународних студената.

Кључне речи: интернационализација високог образовања, међународни студенти, идентитет, интеркултурална интеграција, интеркултуралност

Жана Гавриловић, Владан Бартула

ТЕКСТУАЛНА МЕТОДА У ТРАНСЛАТОЛОШКОЈ ИНТЕРТЕКСТУАЛНОСТИ

Текстуална метода представља један од кључних методолошких приступа у савременим транслатолошким истраживањима, будући да омогућава систематичну анализу изворног текста и његовог превода у ширем језичком, књижевном, културолошком и интертекстуалном контексту. Полазећи од схватања текста као сложене семантичке и комуникативне цјелине, рад разматра теоријске и методолошке могућности примјене текстуалне методе у проучавању односа између оригинала и превода, са посебним освртом на интертекстуалне везе које условљавају обликовање, преношење и рецепцију значења. Циљ истраживања јесте да се испита у којој мјери текстуална метода доприноси идентификовању и тумачењу семантичких, стилских, прагматичких и културолошких особености изворног текста, као и утврђивању начина њихове трансформације у циљном језику. Методолошки оквир заснива се на контрастивној, контекстуалној и интерпретативној анализи оригинала и превода, при чему се посебна пажња посвећује интертекстуалним референцама, цитатности, алузивности и другим облицима текстуалног повезивања. У том смислу, превод се не посматра искључиво као језички еквивалент изворног текста, већ као нова текстуална реализација која истовремено успоставља однос са оригиналом и ступа у сложену мрежу интертекстуалних односа унутар циљне културе. Посебан значај придаје се контекстуализацији текстуалних јединица и сагледавању њихове функционалне вриједности у различитим језичким и културним системима. Полазна претпоставка истраживања јесте да текстуална метода, примјењена у ширем интертекстуалном оквиру, омогућава потпуније разумијевање преводилачких поступака и сложених механизама преношења значења. Рад настоји да укаже на значај интегративног приступа анализи оригинала и превода, те да допринесе методолошком утемељењу текстуалне анализе у савременој транслатологији.

Кључне речи: текстуална метода, транслатологија, интертекстуалност, оригинал и превод, компаративна анализа, контекстуализација, преводилачке стратегије.

Огњен Куртеш, Владан Бартула, Вук Вучетић

ОД ПРЕДАВАЊА ДО ДИЈАЛОГА: ДРАМСКА ПЕДАГОГИЈА КАО МОДЕЛ ИНТЕРАКТИВНЕ УНИВЕРЗИТЕТСКЕ НАСТАВЕ

Савремено високо образовање суочава се са потребом преиспитивања традиционалних наставних приступа и развијања модела који подстичу активно учешће студената, критичко мишљење и комуникацијске компетенције. У том контексту, драмска педагогија представља један од могућих приступа трансформацији универзитетске наставе, заснован на искуственом учењу, дијалогу, сарадњи и активном истраживању различитих перспектива. Циљ рада је да се испитају теоријске основе, методолошке карактеристике и могућности примјене драмске педагогије у савременој универзитетској настави, са посебним освртом на њену комуниколошку и интердисциплинарну димензију. Полазећи од концепта драмске педагогије који развијају Кетрин Досон и Брицит Кигер Ли, рад анализира одабране наставне стратегије, укључујући преузимање улога, импровизацију, симулацију и структурисани дијалог. Посебна пажња посвећује се могућностима њихове примјене у настави хуманистичких и друштвених наука, као и потенцијалном доприносу развоју аргументације, активног слушања, емпатије и критичког промишљања. Примјеном теоријско-аналитичког и интердисциплинарног приступа разматрају се предности и ограничења драмских метода, уз наглашавање значаја њиховог прилагођавања наставним циљевима, специфичностима академских дисциплина и потребама студената. Рад полази од претпоставке да драмска педагогија не представља замјену за традиционалне облике универзитетске наставе, већ њихову могућу допуну, којом се стварају услови за активнију комуникацију, сарадничко учење и непосредније повезивање теоријских знања са практичним искуством.

Кључне речи: драмска педагогија, универзитетска настава, интерактивно учење, дијалог, критичко мишљење.

Горан Милашин

НАСТАВА СТИЛИСТИКЕ И СТИЛИСТИЧКА ИСТРАЖИВАЊА У (ПОСТ)ДИГИТАЛНОЈ ЕРИ

Развој интернета и дигиталних технологија значајно је промијенио облике, средства и динамику савремене комуникације, доводећи до настанка нових комуникативних жанрова и хибридних текстуалних форми, у којима се језички, визуелни, звучни и други семиотички ресурси међусобно допуњују. Такве промјене отварају нова питања за стилистику, како у погледу предмета и метода истраживања тако и у погледу њеног мјеста и улоге у савременој настави језика и књижевности. У раду ће се размотрити могућности прилагођавања стилистичких истраживања и наставних приступа комуникативним праксама (пост)дигиталног доба. Посебна пажња биће посвећена анализи стилских обиљежја дигиталних жанрова и мултимодалних текстова, као и потреби развијања аналитичких компетенција које превазилазе традиционално схватање текста као искључиво језичког феномена. У том контексту, разматраће се и изазови које пред стилистику поставља генеративна вјештачка интелигенција, нарочито могућности анализе стилских образаца текстова насталих уз помоћ језичких модела, као и ефекти накнадног стилског уређивања и такозваног хуманизовања машински генерисаног текста. Ови феномени отварају простор за будућа истраживања односа између језичких избора, стилске препознатљивости, ауторства и перцепције текстуалне аутентичности. Циљ рада јесте да укаже на значај проширивања предмета и методолошких приступа савремене стилистике, као и на потребу осмишљавања наставних садржаја који ће студентима омогућити критичко и аналитичко разумијевање нових облика комуникације и текстова насталих у интеракцији човјека и вјештачке интелигенције.

Кључне речи: стилистика, дигитална комуникација, мултимодалност, генеративна вјештачка интелигенција, настава стилистике

Јасмина Пекић

ВЕШТАЧКА ИНТЕЛИГЕНЦИЈА КАО ПОДРШКА УЧЕЊУ У ДОМЕНИМА ДАРОВИТОСТИ: СТУДИЈА СЛУЧАЈА УЧЕНИКА ДАРОВИТОГ ЗА ИСТОРИЈУ И ГЕОГРАФИЈУ

Циљ студије случаја подразумевао је испитивање начина на које седамнаестогодишњи ученик даровит у областима историје и географије користи алате вештачке интелигенције за проширивање фонда домен-специфичних знања и њихово дубље когнитивно процесирање. Испитаник је идентификован као даровит у областима историје и географије на основу комбинације следећих индикатора: 1) одличних оцена из оба предмета током досадашњег школовања; 2) високих пласмана на општинском, окружном и републичком такмичењу у основној школи; 3) максималног броја поена на пријемном испиту за специјализована одељења за историју и географију Карловачке гимназије. Подаци су прикупљени полуструктурисаним интервјуом који је обухватио следеће теме: АИ алати које ученик најчешће користи, начини њиховог коришћења за проширивање и продубљивање знања из историје и географије, повезивање нових информација са претходним знањима, провера тачности добијених одговора и опажене предности и ограничења ових алата у учењу. Одговори ученика обрађени су квалитативном анализом садржаја ради издвајања образаца коришћења АИ алата у назначеним доменима даровитости. Добијени налази су указали на коришћење вештачке интелигенције за проучавање тема изван школског програма и разјашњавање сложених појмова. Ученик је описао тражење објашњења узрока и последица историјских догађаја и географских појава и процеса, поређење различитих објашњења и повезивање нових информација са постојећим знањима као начине продубљивања разумевања садржаја. Према исказима ученика, претходно стечена знања служила су као основа за формулисање прецизних питања и критичку процену тачности и потпуности добијених одговора. Студија пружа увид у учениково искуство коришћења вештачке интелигенције у самосталном учењу и улогу коју приписује домен-специфичним знањима у усмеравању разговора и процени одговора АИ алата.

Кључне речи: даровитост, вештачка интелигенција, домен-специфична знања, самостално учење, студија случаја

Дејан Пралица

ИЗМЕЂУ ЕСТЕТИТКЕ И ЕДУКАЦИЈЕ: ЧЕТИРИ ДЕЦЕНИЈЕ ЕМИСИЈЕ „СПЕКТАР" КАО КУЛТУРНО-ОБРАЗОВНОГ МАГАЗИНА РАДИО НОВОГ САДА

У овом раду биће анализирана емисија „Спектар", као један од најдуговечнијих медијских садржаја Првог програма Радио Новог Сада, која од 1986. прати културна дешавања у Војводини. Циљ истраживања јесте да се утврди како овај културни магазин испуњава своју улогу на јавном медијском сервису: естетску - утицај на формирање уметничког укуса публике и едукативну - промовисање знања и културе путем медија. Предмет истраживања обухвата анализу четири емисије које су биле на програму у септембру 2026, укупног трајања 305 минута. За такво истраживање креиран је посебан кодни лист. Поред тематског оквира и профила саговорника, пажња у раду посвећена је и звучном идентитету емисије. Методом квантитативно-квалитативне анализе медијског дискурса, испитују се и новинарски жанрови унутар овог радијског магазина, да ли доминира мејнстрим или алтернативна култура, као и које јавне личности, односно уметници и стручњаци, имају могућност да говоре у програму. Звучни и садржински идентитет ове емисије потврђује да она и даље функционише као поуздан извор информисања за публику која на радију слуша културно-образовни програм. Пратећи савремене дигиталне технологије, „Спектар" је данас доступан и млађој публици путем дигиталних платформи.

Кључне речи: Јавни медијски сервис, Радио Нови Сад 1, емисија Спектар, култура, образовање.

Иван (игуман Јустин) Стојановић

СЛОБОДАН КОСТИЋ (1884-1956) КАО СВЕШТЕНИК И ПРОСВЕТНИ ДЕЛАТНИК У КУЛТУРНОМ ЖИВОТУ СРБА У РУМУНИЈИ

У раду се бавимо ликом и делом Слободана Костића (1884–1956), православног свештеника, архијерејског заменика и просветног делатника, који је својим ангажовањем оставио значајан траг у духовном и културном животу Срба у Румунији током прве половине XX века. Посебна пажња посвећена је његовој свештеничкој служби у оквиру Темишварске епархије, као и његовом доприносу развоју српског школства и црквене периодике. Као уредник епархијског гласила „Гласник", као и аутор неколико значајних публикација (посебно два шематизма) Костић је учествовао у обликовању културног и јавног живота српске заједнице. Циљ рада је да се, на основу доступних биографских и библиографских података, сагледа повезаност његовог пастирског, просветног и културног деловања, као и његов допринос очувању верског, језичког и националног идентитета Срба у Румунији.

Кључне речи: Слободан Костић, Темишварска епархија, Срби у Румунији, православно свештенство, просвета, културни живот.

Растислав Стојсављевић

ФЛУИДНЕ ГРАНИЦЕ БАЛКАНА: КАКО ИСТОРИЈА И КУЛТУРА ОБЛИКУЈУ САВРЕМЕНЕ РЕГИЈЕ

Флуидне границе Балкана представљају сложене и променљиве просторне обрасце овог геополитичког и културног раскршћа. Недавна регионална географија не посматра границе као фиксне линије, већ више као динамичан процес који се стално мења под утицајем друштвених, економских и политичких динамика. У фокусу су интеракције између историјског наслеђа, које је често обележено слојевитим наслеђем различитих империја и миграторних кретања и савремених културних феномена. Посебна пажња посвећена је начинима на које се колективно памћење, локални идентитет и географски простор међусобно прожимају, стварајући специфични балкански мозаик. Кроз сагледавање интелектуалних перспектива, нуди се критички оквир за разумевање регионалних процеса, превазилажење традиционалних стереотипа и сагледавање Балкана као простора који је у сталном процесу трансформације и адаптације на глобалне и регионалне изазове.

Кључне речи: регионална географија, Балкан, историја, култура

Биљана Милошевић Шошо

ДИГИТАЛНА МРЖЊА КАО ДРУШТВЕНИ ФЕНОМЕН: СТИГМА, ИДЕНТИТЕТ И КУЛТУРА ИСКЉУЧИВАЊА

Мржња се у савременом друштву често посматра као индивидуална емоционална реакција, занемарујући се друштвени односи, културни обрасци и механизми моћи који доприносе њеном настанку и репродукцији. Полазећи од социолошког приступа мржњи, овај рад анализира дигиталну комуникацију као простор у којем се обликују и одржавају друштвене границе, конструишу стигматизовани идентитети и репродукују обрасци симболичког искључивања. Теоријско полазиште рада заснива се на Гофмановом концепту стигме, теорији социјалног идентитета Тајфела и Тарнера и критичком разумијевању друштвене производње другости. Посебна пажња посвећена је начинима на које дигитално окружење омогућава ширење стереотипа, нормализацију непријатељских дискурса и учвршћивање подјеле на „нас“ и „њих“. Циљ рада је да покаже да дигиталну мржњу није могуће у потпуности разумјети изоловано од ширих друштвених односа, културних значења и институционалних образаца. У том смислу, социолошка анализа дигиталне мржње представља допринос разумијевању савремене културе комуникације и отвара питање могућности развијања критичке дигиталне и интеркултуралне компетенције у образовању.

Кључне речи: социологија мржње, дигитална комуникација, стигма, социјални идентитет, друштвено искључивање.

Гордана Штасни

ЛИНГВОСТИЛИСТИЧКА АНАЛИЗА СОМАТИЗАМА У ЕСХИЛОВОМ ОКОВАНОМ ПРОМЕТЕЈУ

Есхилова драма Оковани Прометеј (у преводу Коломана Раца и Николе Мајнарића) прожета је универзалним и увек актуелним принципом необуздане човекове тежње за напретком, који се огледа у теомахији титана Прометеја. Ово дело одабрано је као извор за лингвостилистичко истраживање, и то с фокусом на анализи соматизама, јер је у њему соматска лексика високофреквентна. Међу соматизима је најзаступљенија лексема срце, која је веома често семантички и стилски стожер одређених песничких слика и средство карактеризације ликова у драми. Оно се остварује као симбол духовноемоционалног стања, те карактера човека, изазива бројне асоцијације које произилазе из његовог биолошког и физиолошког значења и емотивних садржаја који му се у фигуративном смислу приписују. Анализом су обухваћене следеће проблемске целине: а) посесор соматизма; б) типови квалификације посесора – посредна квалификација (на основу контекста); непосредна квалификација (именовањем посесора) и аутоквалификација (посесор је уједно и квалификатор), уз утврђивање конотативног тоналитета израза са соматском компонентом. На основу спроведених анализа очекују се резултати који ће указати на симболички и концептуални потенцијал соматске лексике у контексту драме Оковани Прометеј.

Кључне речи: Есхил, Оковани Прометеј, соматизми, симболизација

Гордана Штрбац, Ивана Иванић

ЛИНГВОКУЛТУРОЛОШКИ ПРИСТУП У ИСТРАЖИВАЊИМА ОНОМАТОПЕЈСКЕ ЛЕКСИКЕ

Истраживања семантичко-творбеног потенцијала ономатопејских лексема у србистици оповргавају уврежене ставове о ономатопејама као периферном и занемарљивом слоју лексичког система језика. Показује се да су у српском језику ономатопејски ресурси веома важни у вербализацији не само садржаја који се тичу звучних ефеката већ и оних који с њима успостављају релације засноване на дејству, каузацији, посесији, квалификацији и сл. односно на метафоричним асоцијацијама. Како је овај вид језичке иконичност својствен многим генетски и структурно сродним односно несродним језицима, он представља веома погодно поље за компаративно-контрастивна истраживања лингвокултуролошког карактера јер се паралелним праћењем одређених феномена лакше уочавају елементи који су универзални и они који су националноспецифични. Стога је главни циљ овог рада да предложи модел једног таквог лингвокултуролошког испитивања који ће уз даљу теоријско-методолошку разраду бити применљив и на друге типове лексике. Понуђени модел представљен је на примеру ономатопеја и ономатопејских деривата којима се исказује оглашавање пилета у српском (пи, пију, пиле, пилећи, пијукати итд.) и румунском језику (нпр. pui, puişor, puica, puiculeana итд.). Прати се и упоређује најпре састав и структура деривационог гнезда посматраних деривата, а потом се сагледавају њихове семантичке карактеристике и везе које се успостављају између мотиватора и мотивнисаних речи на различитим степенима деривације. Циљ оваквог сагледавања чланова семантичко-деривационог гнезда јесте да се опишу концептуалне структуре животињског оглашавања односно да се упореде облици његове концептуализације у двема географски и културно блиским језичким заједницама.

Кључне речи: лингвокултурологија, ономатопеја, творба речи, семантика, концепт

CIP - Каталогизација у публикацији
Библиотеке Матице српске, Нови Сад

82(082)
94(082)
811(082)
008(082)

МЕЂУНАРОДНА научна конференција Језик, књижевност, историја, култура и нове технологије у образовању (2026 ; Нови Сад)
[Програм и књига сажетака] [Електронски извор] / Међународна научна конференција Језик, књижевност, историја, култура и нове технологије у образовању, 3-5. новембар 2026, Нови Сад = International scientific conference Language, literature, history, culture and new technologies in education, 3-5 November 2026, Novi Sad ; [уреднице Ивана Иванић, Вирђинија Поповић]. - Нови Сад : Филозофски факултет, 2026. - 195 str. : ilustr.

Начин приступа (URL): https://digitalna.ff.uns.ac.rs/sadrzaj/2026/978-86-6065-995-0. - Опис заснован на стању на дан 3.11.2026. - Насл. са насловног екрана. - Упоредо срп. текст и енгл. превод.

ISBN 978-86-6065-995-0