



EDUCATION-CULTURE-SOCIETY
11th International Online Conference
September 11, 2024

Book of Abstracts

Edited by
Julia Bialek, Paulina Herkt, Martyna Madej, Gabriela Supernak

Wroclaw 2024

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DEAR CONFERENCE PARTICIPANTS,

we are very excited that you decided to participate in the 11th edition of Education Culture and Society conference, which is the fourth Education Culture and Society conference online. We hope we will meet your expectations, and simultaneously, we regret that we cannot meet in real life. Due to the comfort of the participants and ambitious plans for the future, we decided to organise the conference online also this year. Special thanks go to the entire team preparing this conference. Members of our initiating committee are well-prepared and experienced in working and conducting online conferences and of course, we are very grateful to the new members of our team who learn so fast and are very ambitious working for their and our development. I would like to thank each of them as they have done an excellent job, and they put their hearts into helping organise this event.

The conference participants, and not only them, also have the opportunity to publish their articles in a reviewed academic semi-annual periodical — Journal of Education Culture and Society. The journal is indexed in invaluable databases, such as Scopus, Web of Science, Index Copernicus, ERIHplus, CEEOL, DOAJ, CEJSH, JournalSeek, and BazHum. It is also on the list of journals of the Ministry of Science and Higher Education in Poland and on the UGC list. Moreover, open-access publications and assigned DOI numbers increase the chances of texts being quoted.

Over the past few years, we have had the pleasure of cooperating with numerous research centres and scientists from different countries. This edition will be attended by experienced researchers and authors from various parts of the world, whom we wish with all our hearts further success and whom we congratulate on the chosen path. We are also glad that some of you take part in the conference once again, which is a great reward for us, and shows us that you value our work and the conference. This year, participants from 22 research centres from 14 different countries take part in the conference. We are really sorry about the fact that we cannot meet you in real life, even though we did our best to meet your expectations and to provide you with a high quality of the conference. We believe that this year's conference topics will receive the approval of the participants. We hope that our conference will provide you with a lot of intellectual experience.

With the best wishes of fruitful academic discussions and cooperation,

Paulina Herkt
Conference Secretary

PROGRAMME

EDUCATION-CULTURE-SOCIETY 11th International Online Conference September 11, 2024

11 September 2024

Duration of the conference 9:00-16:15 CET

9:00-9:10 *Official opening of the Conference*

Culture (chair: Julia Bialek)

9:15-9:30 *Ismail Kadare: Guardian of Albanian identity in global literature* – Olivera Presi (“Aleksandër Moisiu” University Durrës, Albania)

9:30-9:45 *Theoretical assumptions of the scientific study of art* – Geovannys Montero Zayas (University of Arts of Cuba [ISA], Cuba)

9:45-10:00 *European capital of culture project as a facilitator of public participation: Case of Latvia* – Velga Vevere (EKA University of Applied Sciences, Latvia)

10:00-10:15 *The spiritual propensities of today’s youth against the backdrop of an increasing narcissistic culture* – Tibor Mahrik (Catholic University in Ružomberok, Slovakia)

10:15-10:30 *Søren Kierkegaard’s philosophically and theologically rich concept of the moment* – Leo Stan (Catholic University in Ružomberok, Slovakia)

Break 10:30-10:45

Society (chair: Kamila Wylęły)

10:45-11:00 *Theological context of the contemporary trend in Christian worship in relation to narcissism* – Tibor Mahrik (Catholic University in Ružomberok, Slovakia)

11:00-11:15 *Hatred and discrimination against Muslim refugees in the contemporary world* - Emilia Alaverdov (Georgian Technical University, Georgia)

11:15-11:30 *Attitudes of financially disadvantaged students in pursuing higher education in Thailand* – Prompilai Buasuwan (Kasetsart University, Thailand)

11:30-11:45 *Learning and exploring languages and tourism through tour guiding activities and contents* – Emi Shibuya (Otemon Gakuin University, Japan)

11:45-12:00 *Problem of universals and its implications on the understanding of the relationship between human being and society* – Ivana Knežić, Maja Poljak (University of Zadar, Croatia)

12:00-12:15 *The impact of the student demonstrations of 1968 in Kosovo, in the creation of the first Albanian university in the Federation of Yugoslavia* – Oktaj Hasani (University of Pristina, Kosovo)

Break 12:15-12:30

Education (chair: Maja Wereszczyńska)

12:30-12:45 *From screen to speech: The power of video-assisted instruction in improving oral fluency among young adult EFL learners* – Neshat Azizi (Phillips University of Marburg, Germany)

12:45-13:00 *A feeling of burnout among students preparing their theses* – Martyna Madej (University of Wrocław, Poland)

13:00-13:15 *Relationships built on trust in an inclusive Catholic school: What remains silent?* – Viktorija Voidogaitė (Vilnius University, Lithuania)

13:15-13:30 *Education for the values of sustainability* – Peter Kondrla (Constantine the Philosopher University in Nitra, Slovakia)

13:30-13:45 *Fiction as Holocaust education tool* – Akvilė Naudžiūnienė (Vilnius University, Lithuania)

13:45-14:00 *Analysis of misconceptions in the curriculum of physical and chemical changes at the primary school level* – Ladislav Simon (Constantin the Philosopher University in Nitra, Slovakia)

14:00-14:15 *Setting personal goals for students to develop learning to learn competency: A research presentation* – Jovita Ponomariovienė (Vytautas Magnus University, Lithuania)

14:15-14:30 *From reading to reflection: Cultivating critical thinking in EFL learners through genre-based reading logs* – Fatemeh Khonamri (University of Mazandaran, Iran)

14:30-14:45 *The Contribution of monuments to educating about Holocaust commemoration in Israel* – Aleksandra Gerkerowa, Ruth Dorot (Ariel University, Israel)

14:45-15:00 *The role of project-based learning in motivation, collaboration, and achievement in second language acquisition* – Anita Muho (“Aleksandër Moisiu” University Durrës, Albania)

15:00-15:30 Poster section

Contemporary female rituals in the context of cultural change and identity shaping – Kristína Jakubovská, Viera Jakubovská (Constantine The Philosopher University in Nitra, Slovakia)

Practical skills in pre-university education in Albania: The challenge for an effective and contemporary education – Menada Petro, Klodiana Leka, Ilir Sallata (“Aleksandër Moisiu” University Durrës, Albania)

Development of Albanian language and education in Albanian territories (1908-1912) – Nevila Mehmeti, Ilir Sallata, Ndriçim Mehmeti (“Aleksandër Moisiu” University Durrës, Albania)

15:30-16:00 Discussion

16:00– The end of the Conference

THEMATIC SECTIONS

Alaverdov Emilia (Faculty of Law and International Relations, Georgian Technical University, Georgia)

Hatred and discrimination against Muslim refugees in the contemporary world

Aim. The paper aims to show the existing hatred towards refugees and asylum seekers in the modern world, which is expressed by violation of human rights, hate speech, and other activities that oppose the adopted laws and conventions; also to highlight certain protection mechanisms that have only theoretical essence and do not work in practice.

Methods. The paper is based on certain reports, legal documents, and acts adopted and presented by the United Nations and other international organisations working in the field of human rights, as well as books, scientific papers, and studies written by field experts and scientists. As for its study methods, the information analysis method, content, and event analysis are mainly applied here.

Results and conclusion. Having studied and observed certain works, documents, and situations, one can conclude that even in the modern world, human rights are severely violated. The adopted legal acts and documents are not/or in the best-case scenario are working partially.

Keywords: hatred, migrants, refugees, human rights, international organisation, discrimination

Akimjak Amantius, Mahrik Tibor, Podpera Rastislav, Makáň Filip (Faculty of Theology, Theological Institute Catholic University in Ružomberok, Slovak Republic)

Theological context of the contemporary trend in Christian worship in relation to narcissism

Aim. Today, the worship movement is on the rise across the ecumenical spectrum around the world. In this regard, the purpose of this study is to explore the theological foundations of the contemporary worship movement, with a focus on the influence of popular worship styles such as Hillsong and Bethel, and their relationship to the rise of narcissistic culture. The study examines whether these worship styles, known for their emotional and experiential nature, reflect a shift towards self-centeredness in worship.

Methods. The study employs a qualitative analysis of theological texts, worship practices, and cultural trends. It reviews the worship styles of prominent movements like Hillsong and Bethel, alongside historical worship practices, biblical teachings, and sociocultural shifts. A comparative analysis highlights the emphasis on individual experience, emotional engagement, and theologically driven communal worship.

Results. The paper reveals that Hillsong and Bethel's worship styles are characterised by emotionally charged, experiential worship that prioritises personal connection with God. This reflects broader trends in contemporary worship but also shows a strong alignment with individualism and self-expression. While these movements have theological roots in Pentecostalism and charismatic traditions, their focus on personal spiritual experience and the emotional intensity of worship has grown, at times aligning with the rise of a narcissistic culture.

Conclusions. Hillsong and Bethel's worship styles illustrate the evolving nature of contemporary worship, where personal experience and emotional fulfilment often take centre stage. While rooted in legitimate theological traditions, their worship expressions may unintentionally reflect broader cultural tendencies towards self-focus. There is a need for balance, ensuring that worship remains God-centred and communal rather than primarily serving individual emotional experiences.

Keywords: theology, worship movement, narcissistic culture, individualism, experiential worship, anthropocentrism

Azizi Neshat (Department of Foreign Language Philologies, Phillips University of Marburg, Germany)

Pavliková Martina (Department of Journalism, Faculty of Arts, Constantine the Philosopher University in Nitra, Slovakia)

From screen to speech: The power of video-assisted instruction in improving oral fluency among young adult EFL learners

Aim. The development of oral fluency in learners has presented numerous challenges for foreign language researchers, emphasising the need for more communicative approaches in EFL instruction. This study aimed to investigate the effect of video materials on the oral fluency of male and female EFL learners.

Method. A total of 66 intermediate-level EFL learners from a language institute were selected through the administration of Oxford Quick Placement Test (OQPT) to ensure homogeneity. Participants were then divided into experimental (n = 33) and control (n = 33) groups. To assess the impact of video-assisted instruction, speaking pre-tests and post-tests were conducted.

Results. Quantitative descriptive and inferential analyses of the data revealed a significant improvement in oral fluency among both male and female EFL learners who received video-assisted instruction. However, no significant difference was found between male and female learners' oral fluency within the experimental group.

Conclusion. The findings highlight the potential of video materials to enhance communicative and authentic learning environments, fostering greater interaction in the classroom and ultimately improving learners' speaking skills.

Keywords: oral fluency, technology, video-assisted instruction

Buasuwan Prompilai (Department of Education, Faculty of Education, Kasetsart University, Thailand)

Challenges of financially disadvantaged students in pursuing higher education in Thailand

Aim. Access to higher education in Thailand has shifted from a universal system (where over 50% of the population of eligible age could access it) to a mass system (where 15% to 50% of the population of eligible age can access it). Thailand has youth from the poorest households making up as much as 20% of the country, while only 8% of these children and youth are able to pursue higher education. This is six times fewer than those from the wealthiest 20% of families in the country. The aim of this research is to understand the challenges of financially disadvantaged students in pursuing higher education.

Methods. This research conducted face-to-face, in-depth interviews with 20 financially disadvantaged students in grades 9, 10, 11 and 12. The students were chosen by guidance teachers. The data were analysed using content and thematic analysis.

Results. The results revealed that most financially disadvantaged students face challenges of growth mindset, having role model and social network, financial supporter, scholarship, part-time job, student loan, information about study program and planning, and family support.

Conclusion. Challenges of financially disadvantaged students in pursuing higher education are not limited to finance but also other factors that are relevant to social aspects. Therefore, the government should design appropriate programs and provide assistance to support disadvantaged students to have equal opportunity to access higher education in Thailand.

Keywords: financially disadvantaged student, higher education, growth mindset, student loan, challenges to pursue colleges

Hasani Oktaj (Department of History, Faculty of Philosophy, University of Pristina “Hasan Prishtina”, Kosovo.)

Ejupi Njomza (Department of Political Science, Faculty of Philosophy, University of Pristina “Hasan Prishtina”, Kosovo)

The impact of the student demonstrations of 1968 in Kosovo in the creation of the first Albanian university in the Federation of Yugoslavia

Aim. The research aims to highlight the impact of the student demonstrations in the creation of the University of Pristina, the initial challenges faced by the first Albanian university in Yugoslavia, its cooperation with the University of Tirana, and the significant role that professors from Tirana played in the education, cultural development, and the raising of national consciousness among the new generations in Kosovo.

Methods. The political, cultural, and educational developments in Kosovo during the period 1968-1970 were also part of this study. To analyse this period, we utilised relevant archival sources, conducting research in the Central Archive of the Albanian State, the State Agency of Archives of Kosovo, and the Archive of the Ministry of Europe and Foreign Affairs in Albania. To analyse and understand the theories of various authors on the topic, we also reviewed relevant literature from both local and foreign researchers. The paper also includes a statistical analysis of the staff and literature exchanges between the University of Kosovo and the University of Tirana after 1970.

Results. In addition to political, social, and economic slogans, the demonstration prominently featured the slogan “We want a university”, underscoring their demand for establishing an independent university in Pristina-Kosovo. The students’ demand was met a year later, in November 1969, when the Assembly of the Socialist Province of Kosovo approved the law establishing the University of Pristina. The ceremonial meeting of the founding Assembly was held on February 15, 1970, a date that would thereafter be celebrated as University Day.

Conclusion. Based on archival sources, we observe that discussions about opening the University of Kosovo were already taking place in political circles before the student demonstrations in November 1968. However, these demonstrations became the decisive factor in accelerating the establishment of the first Albanian university in the Yugoslav Federation.

Keywords: Kosovo, student protest of 1968, Yugoslav Federation, University of Kosovo, Albanians

Jakavonytė-Staškuvienė Daiva, Ponomariovienė Jovita (Academy of Education, Vytautas Magnus University, Lithuania)

Setting Personal Goals for Students to Develop Learning to Learn Competency: A Research Presentation

Aim. The aim of the research is to investigate, through an action research study, what personal goals primary school students are able to set independently and how they implement them by making decisions, thereby developing the learning-to-learn competency.

Methods. The research data was collected through action research by analysing student diaries and categorising the findings into thematic groups.

Results. The analysis shows that most students (N=24) set long-term goals focused on specific subjects like Lithuanian, math, and foreign languages, while two students set goals applicable across all subjects. Other goals were related to social, emotional, and healthy lifestyle competencies, as well as personal development.

Conclusion. Metacognitive reflection and diary writing improve students’ achievements and understanding. Diaries can encourage students to reflect on their beliefs, thoughts, and actions, thereby enhancing their self-efficacy and important self-awareness.

Research restrictions. The study’s findings cannot be applied to the general group as a whole, as the study is qualitative. A separate quantitative study would be needed to apply the study findings to the whole group.

Cognitive value. The activities aimed at achieving the goals set by the students and their reflection will help other researchers and teachers organise the development of learning competencies by keeping personal diaries and planning, implementing, and reflecting on activities.

Keywords: independent goal setting and implementation, competence of learning-to-learn, primary school students, students diaries, reflection

Jakubovská Kristína (Institute of Management of Culture and Tourism, Cultural Studies and Ethnology, Constantine The Philosopher University in Nitra, Slovakia)

Jakubovská Viera (Department of Philosophy and Political Sciences, Constantine The Philosopher University in Nitra, Slovakia)

Contemporary female rituals in the context of cultural change and identity shaping

Aim. The contribution deals with selected culturological aspects of the revitalisation of female spirituality and contemporary female ritual practice (focused on the Slovak context). It aims to a1) clarify the meaning and function of the ritual in the environment of women engaged in individual and collective spiritual practice; b) to explore selected contexts and impacts of the researched phenomenon on the cultural system and cultural identity.

Methods. The research strategy is based on several research methods. We analyse relevant academic literature and the texts by which women's communities have been inspired. We investigate the phenomenon through the phenomenological method and observation. We use the methods of causal and contextual analysis in relation to the categories of cultural system, cultural identity and their dynamics.

Results. The research contribution explains the specific place of rituals within the contemporary female spirituality movement, summarising their forms, functions and the issues they work with.

Conclusion. Over the last few decades, the revitalisation of women's spirituality and women's rituals has become an important sociocultural process of the postmodern era. One of the central elements and cultural practices that women's spiritual communities use and adapt is the ritual. The realisation of female rituals is conscious and purposeful. They have become a tool for creating meanings and a new paradigm; for forming identity and community; a means of representing feminine spirituality; reinterpretation and cultural translation of femininity and its archetypes.

Keywords: female spirituality, female rituals, empowerment, cultural identity, cultural change

Khonamri Fatemeh (Department of English, Faculty of Humanities and Social Sciences, University of Mazandaran, Iran)

Pavlíková Martina (Department of Journalism, Faculty of Arts, Constantine the Philosopher University in Nitra, Slovakia)

From reading to reflection: Cultivating critical thinking in EFL learners through genre-based reading logs

Aim. This study investigated the impact of integrating extensive reading with reflective logs on fostering critical thinking among non-native English literature students at the University of Mazandaran.

Method. Using a quasi-experimental pre-test-treatment-posttest design, combined with content analysis, the research aimed to assess whether this integrated approach enhances critical thinking skills. The study involved 34 students aged 18 to 20, who participated in a semester-long extensive reading program. Students read five long storybooks, maintained reflective logs, and received feedback to improve their critical thinking abilities. Quantitative data were collected through a critical thinking test, which was administered as both a pre-test and post-test. This test assessed skills such as making inferences, drawing conclusions, and evaluating arguments. Qualitative data were gathered through content analysis of students' reading logs, which captured their reflections and insights.

Results. Results indicated a significant improvement in students' critical thinking skills, with notable gains in their ability to make inferences, draw conclusions, and evaluate arguments. The integration of extensive reading with reflective logs proved to be an effective pedagogical strategy, fostering deeper engagement and critical analysis among learners.

Conclusion. The study's findings highlight the efficacy of combining extensive reading with structured reflection to enhance critical thinking skills in EFL contexts, offering valuable implications for language educators seeking to enrich their teaching methodologies.

Keywords: critical reading, reading logs, genre, reflection

Knežić Ivana, Poljak Maja (Department of Philosophy, University of Zadar, Croatia)

Problem of Universals and its' Implications on the Understanding of the Relationship between Human Being and Society

Aim. The presentation aims to show the social consequences of different historical solutions to the problem of universals.

Methods. For the purpose of the research, philosophical analysis of relevant philosophical texts and a comparison of the aforementioned theories and their effects on society has been used.

Results. The results of the research show that each of the solutions to the problem of universals has significant implications on the understanding of the relationship between human being and society. Extreme realism implies collectivistic social theories, while nominalism and conceptualism imply individualistic theories. However, both of these may end up in a totalitarian view of society, which can be escaped only by taking the position of moderate realism.

Conclusion. The problem of universals, though originally a metaphysical and epistemological problem, has significant consequences in the sphere of social order, which implies the importance of the study of metaphysics as the essential part of higher educational programmes with the purpose of gaining a better insight into the foundations of human society.

Keywords: problem of universals, nominalism, moderate realism, extreme realism, conceptualism, collectivism, individualism, totalitarianism

Kondrla Peter, Ďurková Eva (Institute for Research of Constantine and Methodius' Cultural Heritage, Faculty of Arts Constantine the Philosopher University in Nitra, Slovakia)

Dušan Bajan (Faculty of Theology, The Catholic University in Ružomberok, Slovakia)

Human dignity as a starting point in education for sustainability and critical thinking

Thesis. There is a deep connection between education for sustainable development and critical thinking at the level of respect for human dignity as an educational objective. It is important to identify and elaborate on the methods and the content of education in the above-mentioned fields that are rooted in this educational objective.

Concept. We identify human dignity as a starting point for the elaboration of didactic methods used in education for critical thinking and its content connectivity with the goals of sustainable development.

Results and conclusion. Critical thinking rooted in respect for human dignity leads to dialogue, mutual communication, and acceptance of otherness as a potential impetus for finding solutions to current sustainability problems. Sustainable development is inherently aimed at eliminating exclusion, inequality, and disadvantage. These interpenetrations represent a basic starting point for adjusting the goals in the currently used curriculum. There is a need for a deeper analysis of the methodology of education for critical thinking and the necessity of its interpretation through the values of sustainable development. Critical thinking and the values of sustainable development are based on a respect for human dignity and are aimed at linking the environmental, economic, and social areas of human existence.

Cognitive value. Developing respect for human dignity in the educational process makes it possible to more effectively overcome obstacles met on the way to sustainability, such as hoaxes and conspiracies, which in their nature are directed against the dignity of the human person.

Keywords: sustainable development, critical thinking, competencies, education, goals

Madej Martyna (Institute of Pedagogy, Faculty of Historical and Pedagogical Sciences, University of Wrocław, Poland)

A feeling of burnout among students preparing their thesis

Aim. The study focused on the problem of feeling burnout among students preparing their thesis, not during studies in general. It was crucial to discover what contributes most to burnout and to diagnose whether, in the context chosen, it is a long-term or short-term phenomenon, as well as to know the scale of this type of burnout.

Methods. So as to obtain answers from current and former students, a survey was created and shared using social media and snowball sampling. The results were discussed in detail and categorised.

Results. The respondents admit that they are most often guided by their interests when choosing a topic for their thesis, even though the results show that almost 90% have/had burnout symptoms. The research shows that the factors which hinder their writing differ depending on the degree of the studies. The respondents seem very critical of them as they mostly blame their own procrastination even though most of them worked on their thesis for no shorter than three months. The support of the supervisor appears to be irrelevant. Most students with burnout symptoms feel severe stress, irritation, and tiredness, and they prefer to avoid the topics related to their thesis.

Conclusion. The results indicate that the causes of this phenomenon should be sought, especially since it is also a long-term problem for many students. The scale of the problem should point out that maybe methods of working on the thesis should be changed, and a greater emphasis should be placed on education related to mental self-care.

Keywords: higher education, studies, university, procrastination, supervisor, mental health, stress

Majda Peter, Mahrik Tibor, Akimjak Amantius, Akimjakova Beata, Hubkova Svetlana (Faculty of Theology, Theological Institute Catholic University in Ružomberok, Slovak Republic)

The spiritual propensities of today's youth against the backdrop of an increasing narcissistic culture

Aim. This paper explores the spirituality of contemporary youth in the context of the rise of narcissistic culture, with the aim of understanding how self-centred societal trends shape their spiritual beliefs and practices. Specifically, it examines how worship music serves as a form of self-expression for young people, highlighting the intersection between personal spirituality and communal worship practices. By exploring these dynamics, the study sheds light on how modern youth blend individualism with traditional spiritual expressions, using worship music as both a personal and collective spiritual outlet.

Methods. The research uses a mixed-methods approach, combining surveys to measure narcissistic tendencies and spiritual engagement with in-depth interviews to capture personal experiences and reflections on youth spirituality. It also uses qualitative methods to analyse interviews with young people involved in worship music, incorporating observational data from worship events.

Results. The findings reveal a complex relationship between narcissism and spirituality, with many young people incorporating self-promotion and self-importance into their spiritual practices. Despite the rise in narcissistic traits, some young people maintain genuine spiritual interests, often in more individualised and non-institutional forms. Worship music, in particular, serves as both a spiritual outlet and a medium of personal expression, mixing traditional collective worship with themes of individuality and emotional release. For many, worship music is not just a religious act, but a deeply personal connection to faith and identity.

Conclusion. The rise of a narcissistic culture has changed the spiritual landscape for today's youth, with spirituality often becoming self-centred and personalised. Worship music reflects broader trends of spiritualisation. Worship music reflects broader trends of self-expression and individuality, evolving to blend traditional religious sentiments with personal and emotional expression. Nevertheless, traditional spiritual values remain relevant for some young people, who use worship music as a powerful spiritual tool and as a means of linking faith with personal identity.

Keywords: spirituality, youth culture, narcissistic culture, individualism, church, religious practices

Mehmeti Nevila, Sallata Ilir (Lifelong Learning Centre Faculty of Education, University “Aleksandër Moisiu”, Durrës, Albania)

Mehmeti Ndrëçim (Department of Education and English Faculty of Social Sciences, Albanian University, Tiranë, Albania)

Development of Albanian language and education in Albanian territories (1908-1912)

Aim. This article examines the national education movement in Albanian territories and the efforts to establish Albanian educational institutions during the Ottoman Empire’s occupation. The focus is on the educational movement’s role in fostering national identity through the promotion of native language instruction and the creation of Albanian schools, covering the period from 1908 to 1912. The objective is to document the initiatives by Albanian nationalists aimed at preserving the Albanian language and educational system.

Methods. The methodology employed in this study provides a structured approach to analysing secondary sources, allowing for a detailed exploration of the efforts to establish the Albanian language and education between 1908 and 1912. By defining clear research questions and employing rigorous analytical methods, this study aims to contribute meaningful insights to the existing body of knowledge.

Results. The article highlights the significant contributions of Albanian patriots to education in the early 20th century. During the years 1908–1912, these efforts resulted in the successful establishment of numerous schools across various provinces in Albania. The introduction of the Albanian language into existing state schools was a major undertaking.

Conclusions. The analysis of historical literature, documents, newspapers, and magazines reveals that the Ottoman Empire persistently hindered Albanian efforts to establish schools and promote the Albanian language. Despite these obstacles, both domestic and diaspora Albanians continued their patriotic mission, significantly advancing the cause of national education across Albanian territories.

Keywords: national education, Albanian school, native language, patriotic clubs, Albanian patriots, Ottoman Empire

Montero Zayas Geovannys (Department of Theoretical Studies, Faculty of Audiovisual Media Art, University of the Arts, Cuba & Department of Spanish-Literature, Faculty of Language and Communication, University of Camagüey, Cuba)

Theoretical assumptions of the scientific study of art

Aim. The article offers a series of theoretical foundations indispensable for the scientific study of the arts and literature. It aims to share with the scientific community a platform for metatheoretical reflections on the literary sciences and art, which contributes to the enrichment and diversification of particular scientific debates.

Methods. The research methods used were the analytical-synthetic and the inductive-deductive.

Results. Assumptions assumed from different areas of knowledge, such as Philosophy, Art Psychology, Aesthetics and Semiotics, are critically analysed and assumed, in addition to providing a valid theoretical position for the multiple approaches to the different manifestations of art.

Conclusion. The scientific study of the artistic text is based on the existence of a dynamic system of textual structures, bearers of cultural meanings, which express the unity of the affective and the intellectual. Each textual structure contains an affective attitude towards the designated reality, hence its analysis allows us to know and understand the relationship between the needs and impulses of the individual and his thought, as well as the link of the latter with consciousness and culture.

Cognitive value. The article provides the necessary theoretical and conceptual foundations for the sciences of art, thus contributing to the enrichment of studies on these areas of knowledge.

Keywords: art, art history, art theory, art criticism

Muho Anita, Leka Klodiana (Department of Foreign Languages, Faculty of Education, University “Aleksandër Moisiu” Durrës, Albania)

Ramaraj Sivakumar (Department of Education, Annamalai University Annamalai Nagar, India)

La Ragione Colomba (Centre for Language Studies, Pegaso University Piazza Trieste e Trento, Italy)

The role of project-based learning in motivation, collaboration, and achievement in second language acquisition

Aim. This study aims to examine how project-based learning (PBL) influences student motivation, collaboration, and academic achievement in second language acquisition. Specifically, the study seeks to determine whether PBL enhances students’ language proficiency by fostering a more dynamic learning environment and promoting behavior management.

Methods. The quantitative part of the study involved a sample of 250 students from six high schools in Albania, specifically located in Tirane, Elbasan, and Shkoder. The qualitative component consisted of interviews with 16 teachers from the same schools. A mixed-method approach was used, combining student surveys to gather quantitative data and teacher interviews to provide qualitative insights. The analysis focused on the effects of PBL on student motivation, collaboration, and academic performance, particularly among students in the lower percentile group.

Results. The findings revealed that while the overall academic achievement in second language acquisition was not significantly improved, students in the lower percentile group showed a notable increase in motivation and achievement, particularly in collaborative tasks. The study also found that PBL encouraged a more dynamic classroom environment and enhanced student engagement, even in cases where academic performance remained unchanged.

Conclusion. Despite the lack of a significant impact on overall academic achievement, project-based learning has the potential to improve student motivation and collaborative skills in second language acquisition. The study suggests practical recommendations for educators to incorporate more collaborative tasks in their teaching and calls for further research into the specific effects of different types of PBL on language learning outcomes.

Keywords: Project-based learning, second language acquisition, student motivation, collaboration, academic achievement

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Fiction as a Holocaust education tool

Aim. The aim of the research is to select and classify novels about the Holocaust in Lithuania and provide a methodological guide for using them in interdisciplinary history education at Lithuanian schools.

Methods. Using historical discourse analysis and cognitive literature analysis (cognitive narratology) tools, determining the story (what) and the discourse (how) as the two main components of the narrative, and recognising the importance of frames and scripts, and recurring patterns of sequences of actions in stories, I will determine the main issues and ideas about the Holocaust Lithuania presented in Lithuanian fiction and will suggest how these stories can be used to illustrate and analysing various topics (not only Holocaust) in the history classroom.

Results. The analysis shows that these novels are not presented as historical novels *per se*, thus their use of a historical setting has no pretence at historical accuracy. However, these stories tend to be presented as based on ‘real facts’, personal family memories, ego-documents. This assumption of non-fictive or semi-fictive communicative intent could entail the reader’s attitude towards the communicated information as a historical narrative and change its discourse from plain literature to a historical representation of certain events.

Conclusion. These works of fiction about the Holocaust could be put into 4 main categories for use in school history curriculum: 1) fiction under Soviet censorship; 2) fiction based on known ego-documents; 3) fiction presenting events during the Holocaust; and 4) fiction representing Holocaust memory.

Keywords: Holocaust, fiction, egodocuments, history education, interdisciplinary approach
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Practical skills in pre-university education in Albania: The challenge for an effective and contemporary education

Aim. The aim of this article is to examine the importance of including practical skills in the pre-university curriculum and their impact on individual and social development, analysing the current challenges that prevent their integration, such as the lack of adequate infrastructure, insufficient training of teachers about the integration of practice during the learning process and the disconnection of the educational system from the real-professional world and the fast rhythm with which society develops today.

Methods. To achieve the goal, the article raises 3 research questions, which are answered by combining the review of contemporary literature, the quantitative and qualitative method, and by combining primary and secondary data, obtained from the analysis of the questionnaires, and the comparison with the positive examples in the region and beyond. The questionnaires distributed electronically were completed by students and teachers of 161 schools in 4 Regional Directorates of Pre-University Education.

Results, emphasise that the inclusion of these skills has the great potential to significantly improve the better preparation of students for the labour market and to contribute to the improvement of quality education in Albania.

Conclusion. In the end, the article highlights the importance of this integration in building a more united and stronger society for the future.

Keywords: pre-university education, practical skills, educational curriculum, social development, labour market

Presi Olivera (Department of Foreign Languages, Faculty of Education “Aleksandër Moisiu”, Albania)

Ismail Kadare: Guardian of Albanian identity in global literature

Thesis. Ismail Kadare, the Albanian intellectual writer, brought a new approach to Albanian literature and in the context of global literature. His unique ability to combine historical and cultural themes with modern literary techniques distinguishes him as a key figure in Albanian and international literary landscapes.

Concept. Kadare’s works reflect the ethnos of Albanian culture, intricately weaving the nation’s historical phases into his literature. In this article, we made a literary analysis combined with a historical-cultural approach. His deep symbolic approach and modern narrative techniques allow him to explore universal themes, inspired by Dante’s Divine Comedy. His skill, artistically perfect, in combining historical and cultural themes with modern literary techniques has also stood out in world literature. Kadare’s work, according to Prof. Agim Vinca, is considered ethnos or mentality.

Results and conclusions. Kadare’s work is a testament to the successful integration of Albanian history and culture into global literature. His approach preserves national identity and resonates with a wider audience, making his literature universally significant. Ismail Kadare is a literary figure whose work promotes and protects Albanian identity while engaging in global literary discourse. His contribution is recognised both in his homeland and internationally, establishing him as a bridge between national tradition and global literature. Kadare’s use of historical, cultural, and symbolic narratives alongside modern techniques offers a unique perspective in literature, contributing to the cognitive value of understanding national identity within a global framework.

Keywords: Albanian identity, global literature, historical themes, symbolic layers, modern literary techniques, cultural heritage

Shibuya Emi (Faculty of International Studies, Otemon Gakuin University, Japan)

Learning and exploring languages and tourism through tour guiding activities and contents

Thesis. This research explores the language learning and practising opportunity using tour guide content for further development of the discussion in Shibuya (2021). In accordance with the concept of sustainable tourism (Japan Tourism Agency, 2023; UN Tourism, n.d.), this study reviews and clarifies the current needs of travel guides in Japan.

Concept. Recently, various types of tourism are promoted, and gastronomy tourism is one of the focuses (MLIT, n.d.; UN Tourism, n.d.) in tourism worldwide. This project investigates the literature to identify the roles and hospitality of tour guides in the realm of gastronomy tourism after reviewing the current circumstances of guiding activities in Japan.

Results and conclusion. In order to provide beneficial services of the guide involving the stakeholders, the appropriate language usage by facilitating and delivering the Japanese culture and its unique spirits through gastronomy is pivotal.

Originality. To have a successful and win-win tourism experience for foreign visitors, local residents, as well as the tourism industry, the study approaches using gastronomy tourism as the scaffolding of contents and communication in terms of Japanese culture. This aims to generate a better understanding of local food cultures engaging guides, foreign visitors, and the community.

Keywords: foreign language practice, tour guide, tourism, language for specific purposes, communication activities

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Analysis of misconceptions in the curriculum of physical and chemical changes at the primary school level

Aim. The research aims to analyse and describe the most common misconceptions in physical and chemical reactions or changes at the primary school level despite of the teaching languages in the same educational system. Misconceptions have always been an essential topic among scientists. Students' alternative ideas prevent them from learning and understanding phenomena adequately.

Methods. Misconceptions of the students in the curriculum of physical and chemical changes were mapped by using a diagnostic test which was adapted to our research needs from a foreign literature. The 7th, 8th and 9th grade elementary school students with Slovak and Hungarian educational languages performed the test.

Results. Research has confirmed that students have certain misconceptions regardless of the language of education of the particular school system.

Conclusion. Our research allows us to clarify misconceptions among students and, at the same time, allows us to improve the teaching of chemistry for the particular topic. The hardest tasks for students were the questions where they have to explain their previous answer.

Keywords: diagnostic test, chemical change, misconceptions, physical change, alternative ideas

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Søren Kierkegaard's philosophically and theologically rich concept of the moment

Thesis. The paper addresses Kierkegaard's concept of the moment (Øieblikket). We explain the interconnectivity between the different meanings of time inherent in what Kierkegaard called the aesthetic, ethical, and religious spheres of human existence. The argument will be that the Kierkegaardian moment is informed by an essentially Christian understanding of, on the one hand, the (temporal) nature of the singular self, and on the other hand, the holy history of God's interaction with humanity via the figure of Jesus Christ.

Concept. The paper approaches Kierkegaard's understanding of time in light of the fundamental tenets of the modern phenomenology of religion. Our thesis is that phenomenology offers an adequate methodological framework, which sheds new light on the way in which Kierkegaard's single individual relates oneself to God and Christ in the quest for redemption. We aim to delineate the specifics of a distinctly Kierkegaardian phenomenology of Christian temporality.

Results and conclusion. The paper suggests that Kierkegaard's stress on Jesus Christ's historical-embodied nature is properly understood only in a soteriological framework. Furthermore, we will make a case for the primacy of the present in comparison to the past and the future in the constitution and inner workings of the individual human spirit. The core thesis is that, since the self's encounter with Christ is essentially historical, Kierkegaard's soteriology may offer a novel phenomenology of the Christian experience, which still awaits its rigorous conceptual unfolding.

Keywords: the moment, temporality, phenomenology of religion, selfhood, God, Jesus Christ, salvation

Vevere Velga, Budanceva Jelena (EKA University of Applied Sciences, Latvia)

European Capital of Culture project as facilitator of public participation: Case of Latvia

Aim. The aim of the research is to investigate the role of public participation in the bidding process for the status of European Capital of Culture 2027 in Latvia. The bidding process here involves application, evaluation, shortlisting and announcement of the final decision.

Methods. The research employs two methods of empirical investigation: a survey of candidate city residents (n=316) using a mixed type questionnaire (combination of multiple choice questions and 5-point Likert scale questions).

Results. The obtained results from survey and focus group interview demonstrate that the majority of the public, unless they are in direct contact with the implementation of this project, are not aware of the nature of the project and the benefits that arise from gaining the European Capital of Culture title. The biggest challenge is precisely the insufficient information both at national and local levels arising from mistakes in communication planning and executing.

Conclusions. Public participation is a very topical topic not only in the cultural sector, but also in other social processes. Culture is one of those industries that is highly dependent on the audience and its attitudes. The lack of time is being mentioned as the main factors affecting public participation in various processes, therefore it would be important to bring culture and its products to people, rather than trying to attract people to the specific cultural sites.

Keywords: public participation, cultural policy, a project of European Capital of Culture, communication, information

Voidogaitė Viktorija (Institute of Educational Sciences. Faculty of Philosophy, Vilnius University, Lithuania)

Relationships built on trust in an inclusive Catholic school: What remains silent?

Aim. This study aims to explore and analyse the relationship of inclusive Catholic school graduates with their former school community.

Methods. The research made use of the hermeneutical phenomenology access by Max van Manen and Linda Finlay. During the research, hermeneutical phenomenology was used as the theoretical and methodological core.

Results. The first step in building a relationship of trust is for the teacher to become a name-caller and an approachable adult. This is declared not through words but through action. The pupils' trust is nurtured in situations that are more often informal, person-to-person, human-to-human. However, respectful behaviour was only an externally imposed order. The problem of bullying remained an issue up to the participant's graduation.

Conclusion. The study shows that the trusting *relationship* between adults and children in an inclusive Catholic school encourages members of the educational community to do the same good things they see their elders and peers. However, the problematic aspects of relationships between pupils were denied and glossed over in the school community, leading to decades of secret bullying.

Keywords: trust-based relationships, inclusion, Catholic education, inclusive education, bullying at school

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