

*The 28th International Scientific Conference
“Educational Research and School Practice”*

**THE STATE
PROBLEMS
AND NEEDS
OF THE MODERN
EDUCATION
COMMUNITY**

BOOK OF PROCEEDINGS

Editors

Jelena STEVANOVIĆ

Dragana GUNDOGAN

Branislav RANĐELOVIĆ



Российский университет
дружбы народов



Belgrade, 2022.

Institute for Educational Research, Belgrade, Serbia

28th International Scientific Conference
“Educational Research and School Practice”

The State, Problems, and Needs of the Modern Education Community

December 9th, 2022
Belgrade

BOOK OF PROCEEDINGS

Editors

Jelena STEVANOVIĆ
Dragana GUNDOGAN
Branislav RANĐELOVIĆ

PROGRAM BOARD

Chairwoman of the Program Board

Jelena Stevanović, PhD, Senior Research Associate, Institute for Educational Research, Belgrade, Serbia

Members

- **Mara Cotič, PhD, Full Professor**, Faculty of Education, University of Primorska, Koper, Slovenia
- **Olga Borisovna Mikhailova, PhD, Associate Professor**, The Peoples' Friendship University of Russia, RUDN University, Moscow, the Russian Federation
- **Sergey Ivanovič Kudinov, PhD, Full Professor**, The Peoples' Friendship University of Russia, RUDN University, Moscow, the Russian Federation
- **Branislav Randelović, PhD, Associate Professor**, Institute for Education Quality and Evaluation, Belgrade, Serbia
- **Daniel Churchill, PhD, Full Professor**, Faculty of Education, The University of Hong Kong, Hong Kong
- **Vilmos Vass, PhD, Full Professor**, Budapest Metropolitan University, Budapest, Hungary
- **Nataša Vlah, PhD, Full Professor**, Faculty of Teacher Education, University of Rijeka, Croatia
- **Milan Pol, PhD, Full Professor**, Faculty of Arts, Masaryk University, Brno, Czech Republic
- **Djuradj Stakić, PhD, Professor Emeritus**, Pennsylvania State University, Pennsylvania, USA
- **Snežana Marinković, PhD, Full Professor**, Faculty of Education in Užice, University of Kragujevac, Užice, Serbia
- **Ana Pešikan, PhD, Full Professor**, Faculty of Philosophy, University of Belgrade, Belgrade, Serbia

- **Mile Srbinovski, PhD, Full Professor**, Institute for Environment and Health, South East European University, Tetovo, Republic of North Macedonia
- **Slobodanka Antić, PhD, Associate Professor**, Faculty of Special Education and Rehabilitation, University of Belgrade, Belgrade, Serbia
- **Tina Štemberger, PhD, Associate Professor**, Faculty of Education, University of Primorska, Koper, Slovenia
- **Elizabeta Karalić, PhD**, Institute for Education Quality and Evaluation, Belgrade, Serbia
- **Emilija Lazarević, PhD, Principal Research Fellow**, Institute for Educational Research, Belgrade, Serbia
- **Nikoleta Gutvajn, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Slavica Ševkušić, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Milica Marušić Jablanović, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Dušica Malinić, PhD, Senior Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Jelena Stanišić, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia

ORGANIZATIONAL BOARD

- **Dragana Gundogan, PhD, Research Associate**, Institute for Educational Research, Belgrade, Serbia
- **Marija Ratković, MA, Research Trainee**, Institute for Educational Research, Belgrade, Serbia
- **Iva Medojević, MA, PhD student**, Teacher Education Faculty, University of Belgrade, Belgrade, Serbia

ORGANIZERS

The Institute for Educational Research (Belgrade, Serbia) in cooperation with the Faculty of Education, University of Primorska (Koper, Slovenia), the Peoples' Friendship University of Russia, RUDN University (Moscow, the Russian Federation), and the Institute for Education Quality and Evaluation (Belgrade, Serbia).

Note. This book was funded by the Ministry of Education, Science, and Technological Development of the Republic of Serbia (Contract No. 451-03-68/2022-14/200018).

CIP - Каталогизacija у публикацији
Народна библиотека Србије, Београд

37.091::004(082)
37.018.43:004.738.5(082)
371.13(082)
37.091.33(082)

INTERNATIONAL Scientific Conference "Educational Research and School Practice" (28 ; 2022 ; Beograd)
The State, Problems, and Needs of the Modern Education Community : book of proceedings / 28th International Scientific Conference "Educational Research and School Practice", December 9th , 2022 Belgrade ; editors Jelena Stevanović, Dragana Gundogan, Branislav Randelović. - Belgrade : Institute for Educational Research, 2022 (Beograd: MC Most). - 255 str. ; 24 cm
Tiraž 50. - Napomene i bibliografske reference uz tekst. - Bibliografija uz svaki rad. - Registar.

ISBN 978-86-7447-161-6

- а) Информациона технологија -- Образовање -- Зборници
- б) Школство -- Реформа -- Зборници
- в) Наставници-- Стручно усавшавање -- Зборници
- г) Настава -- Иновације -- Зборници
- д) Образовна технологија --Зборници
- ђ) Учење на даљину -- Зборници

COBISS.SR-ID 84360457

CONTENT

PLENARY

Daniel Churchill

TRANSDISCIPLINARITY AND WHAT IT MEANS FOR EDUCATION 12

Tímea Mészáro and Vilmos Vass

THE LINKS BETWEEN A CHANGED VISION OF LEARNING
AND PROJECT-BASED TEACHING 20

Slobodanka Antić

LANGUAGE IN THE CLASSROOM: HOW TO SUPPORT
THE DEVELOPMENT OF FUNCTIONAL LITERACY 29

Slavica Ševkušić

PROFESSIONAL INTERESTS OF FINAL GRADE PRIMARY
SCHOOL STUDENTS IN SERBIA: A CASE STUDY 35

Jelena Stevanović

THE STATE MATRICULATION EXAM IN THE REPUBLIC OF SERBIA:
THE HIGH SCHOOL TEACHERS' PERSPECTIVE 45

MODERN APPROACHES TO LEARNING AND TEACHING

Dunja Anđić and Sanja Tatalović Vorkapić

HOW MUCH DO CHILDREN LOVE NATURE? VALIDATION
OF THE BIOPHILIA INTERVIEW AND A REVISED CONNECTEDNESS
TO NATURE INDEX AMONG PRESCHOOL CHILDREN..... 58

Vladeta Milin

STRUCTURING LESSONS OR STRUCTURING KNOWLEDGE
– WHAT DOES IT TELL US ABOUT THE TEACHING PRACTICE? 65

Sanela Hudovernik and Nastja Cotič

THE IMPLEMENTATION OF MATHEMATICAL ACTIVITIES
IN KINDERGARTEN 71

Dušica Malinić, Ivana Đerić and Slavica Maksić

“WE HAVE LOST THE COMPASS
OF WHAT EDUCATION SHOULD LOOK LIKE”:
STUDENT CONCERNS ABOUT SCHOOLING DURING
THE COVID-19 PANDEMIC..... 78

Marija Stojanović, Branislava Popović-Čitić,

Lidija Bukvić Branković, Marina Kovačević-Lepojević

COPING STRATEGIES OF PRIMARY SCHOOL TEACHERS
IN SERBIA DURING THE COVID-19 PANDEMIC 84

Marica Travar and Slađana Miljenović

REFORM OF THE FIRST TRIAD IN PRIMARY SCHOOLS
IN THE REPUBLIC OF SRPSKA FROM THE TEACHERS' PERSPECTIVE 91

<i>Olivera J. Đokić and Neda D. Osmokrović</i>	
YOUNG PUPILS' INTUITIVE UNDERSTANDING AND STRATEGIES OF AREA MEASUREMENT	96
<i>Milica Marušić Jablanović, Jelena Stanišić and Slađana Savić</i>	
PREDICTORS OF PRO-ENVIRONMENTAL BEHAVIOR – THE RESULTS OF A PILOT STUDY ON ENVIRONMENTAL LITERACY	106
<i>Dunja Anđić and Karin Terzić</i>	
TEACHERS' VIEWS ON THE METHOD OF PRACTICAL WORK IN TEACHING THE SUBJECT OF NATURE AND SOCIETY – THE STATE AND CHALLENGES OF THE PRACTICE.....	114
<i>Li Ling-E and Wang Xiao-Jun</i>	
RUSSIAN LANGUAGE EXAM AND EDUCATION IN CHINA – A COMPARISON WITH JAPANESE	121
<i>Irina Tivyaeva and Diana Abdulmianova</i>	
DIGITAL POLITENESS IN DISTANCE AND BLENDED LEARNING: A CASE OF INTERPRETER TRAINING	126
<i>Emilija Lazarević, Jelena Stevanović and Luka Mijatović</i>	
EDUCATIONAL STANDARDS OF ACHIEVEMENT IN LOWER PRIMARY EDUCATION: CLASS TEACHERS' OPINIONS.....	131
<i>Nataša Stanković Šošo</i>	
IMPROVING THE READING COMPETENCE OF ELEMENTARY SCHOOL STUDENTS (ON THE EXAMPLE OF THE NOVEL HAJDUCI BY BRANISLAV NUSIĆ)	139

THE PROFESSIONAL DEVELOPMENT AND COMPETENCIES OF EDUCATIONAL WORKERS

Olga B. Mikhailova

STRATEGIES FOR THE DEVELOPMENT OF A MODERN TEACHER:
LEADERSHIP AND INNOVATIVENESS 148

Jelena Stanišić, Dušica Malinić and Ivana Đerić

THE TEACHER AS THE INITIATOR OF CHANGE:
TURNING A BORING TOPIC INTO AN ENGAGING LESSON 153

Renata Čepić

CHALLENGES AND OPPORTUNITIES OF STRENGTHENING TEACHER
IDENTITY IN THE CONTEXT OF PROFESSIONAL DEVELOPMENT 161

Aleksandra Maksimović, Jelena Đurđević Nikolić and Filip Stašević

SCIENCE TEACHERS' PERCEPTIONS
ABOUT THEIR PEDAGOGICAL EDUCATION:
CASE STUDY OF THE FACULTY
OF SCIENCE UNIVERSITY OF KRAGUJEVAC 169

Isidora Korać

TWO DISCOURSES OF UNDERSTANDING HORIZONTAL LEARNING..... 176

Zorana Matićević

TEACHERS' ATTITUDES TOWARDS TITLE PROMOTION
AS AN INTEGRAL PART OF PROFESSIONAL DEVELOPMENT..... 181

Nina Sungurova and Yulija Akimkina

STUDENTS' ACADEMIC MOTIVATION
IN CONDITIONS OF BLENDED LEARNING 188

Jadranka Milošević and Svetlana Ilibašić

DEVELOPMENT OF COMMUNICATION SKILLS: OPINION
OF PRIMARY AND SECONDARY SCHOOL TEACHERS IN SERBIA 192

COOPERATION BETWEEN DIFFERENT PARTICIPANTS IN MODERN EDUCATION COMMUNITIES

Nataša Vlah, Ivana Batarelo Kokić and Smiljana Zrilić

PARENTAL INVOLVEMENT AND SCHOOL PERFORMANCE
OF STUDENTS WITH BEHAVIORAL DIFFICULTIES..... 200

Snježana Kević-Zrnić, Tanja Stanković-Janković and Slaviša Jenjić

STUDENTS' PERCEPTION OF COOPERATION
AND COMMUNICATION IN LEARNING
AND TEACHING PROCESSES 205

Sanja Tatalović Vorkapić

CHILDREN'S ATTACHMENT PATTERNS
AND THEIR RELATIONSHIP
WITH EARLY CHILDHOOD EDUCATORS 211

Jelena Mucić and Vesna Kostić

DIFFERENCES IN COOPERATION BETWEEN SCHOOLS
AND CULTURAL-EDUCATIONAL INSTITUTIONS BEFORE
AND DURING THE COVID-19 PANDEMIC 217

Marija Ratković and Jelena Medar Zlatković

COOPERATION BETWEEN PEDAGOGUES AND TEACHERS
IN THE CONTEXT OF APPLYING INTERACTIVE TEACHING METHODS..... 223

Elena Ya. Orekhova

THE EVOLUTION OF FAMILY EDUCATIONAL DISCOURSE
FROM SCOLARIZATION TO FAMILIARIZATION:
A FRENCH EXPERIENCE..... 228

Iva Manić

TEACHERS' BELIEFS ABOUT FAMILY-LEVEL RISK FACTORS
FOR THE OCCURRENCE OF BULLYING AT SCHOOL 235

Dragana Bogičević

ASSESSMENT OF EXTERNALIZING PROBLEMS
IN ELEMENTARY SCHOOL STUDENTS:
IMPLICATIONS FOR EDUCATIONAL PRACTICE..... 243

Vesna Živković

THE ROLE OF THE CONCEPT OF DIALOGUE IN LISTENING
TO MUSIC IN ELEMENTARY EDUCATION..... 249

RUSSIAN LANGUAGE EXAM AND EDUCATION IN CHINA – A COMPARISON WITH JAPANESE

Li Ling-E²⁶

*Xinjiang University School of Foreign Languages, Graduate student of Russian MTI,
China*

Wang Xiao-Jun

Department of Rehabilitation, First People's Hospital of Urumqi, Xinjiang, China

Russian is the national language of the Russian Federation and it is widely spoken in the countries of the Commonwealth of Independent States (CIS) as well as multiple Eastern European countries. It is a language of international communication and one of the six working languages of the United Nations.

In March 2010, the Ministry of Education of the Russian Federation established the China Russian Language Examination Center in Beijing. Twice a year, the Center holds the national Russian language proficiency exam known as the Russian Federation Foreign Language Ranking Test. China's Professional Qualification (Level) Test for Translation (CATTI) is the most authoritative test for the national professional qualifications for translation. The CATTI exam is divided into translation and interpretation.²⁷ Over the past few years, the rising popularity of Russian has led to a gradual increase in the number of schools offering Russian courses in middle schools. Currently, there are 120 schools in the country offering Russian courses in junior and senior high schools, with a total of 23,000 students. The number of Russians in the National Matriculation Examination (NME) has also increased yearly. In 2020, the number of Russians in the NME reached 10,000 (Hao Xin, 2020).

²⁶ E-mail: 569661445@qq.com

²⁷ Note. CATTI Integrated Service Platform 综合服务平台, <http://www.catticenter.com>.

In this study, we statistically analyzed the general status of the Russian language in the NME and Russian translation qualification examination (CATTI) in recent years. We compared the obtained data with statistics on the Japanese examination and formulated suggestions for future development and popularization of Russian language education and the cultivation of Russian sports professionals.

Method

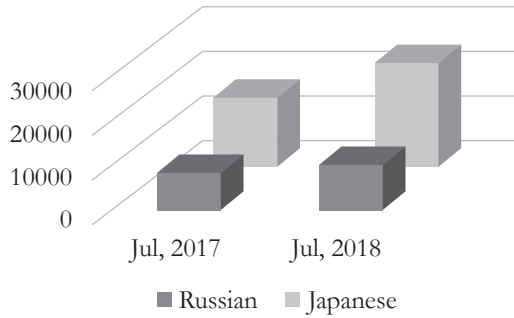
We used CNKI and doc88.com as the network search tools, entering *Russian examination* and *education* as keywords. We consulted 10 core journal articles and related books. The IBM SPSS22 statistical software was used to analyze the training and demand of Russian talents and statistically comb the 2017-2018 basic data on Russian (NME) and 2019 Russian translation qualification examination (CATTI) in recent years. These data were statistically compared with data on Japanese examination.

Results

Comparison of the Number of Russian Candidates and the Number of Japanese Candidates in the National Matriculation Examination (NME)

In China, the National Matriculation Examination (NME) foreign language subjects include English, Japanese, Russian, German, French, and Spanish – a total of six languages. In July 2017, the number of NME applicants was 9.4 million, and the number of Russian candidates was 8,768 [3], accounting for 0.093 % of the total number of NME applicants. The number of Japanese language examinees was 16,000, accounting for 0.17 % of the total. In 2017, the number of Russian candidates amounted to only 54.8 % of the number of Japanese candidates. In July 2018, the number of NME applicants was 9.75 million and the number of Russian candidates was 10,599, accounting for 0.11 % of the total number of NME applicants. There were 23,538 Japanese examinees, accounting for 0.24 % of the total number of individuals who applied for the NME. In 2018, the number of Russian candidates amounted to only 45% of Japanese candidates (as shown in Figure 1).

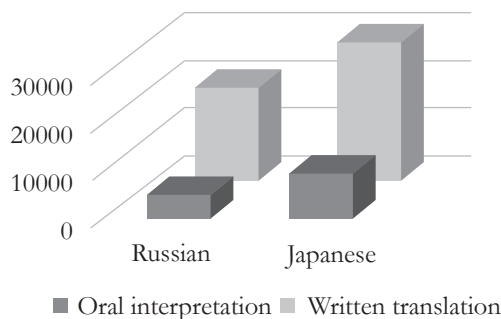
Figure 1. *The Number of People Choosing Russian and Japanese at the NME*



Comparison of the Number of CATTI Candidates Taking Russian Tests and Japanese Tests in 2019

Among the CATTI candidates for Russian translation qualifications in 2019, 477 people took the second-level test of Russian interpretation and 1,957 people took the second-level test of Russian translation. On the other hand, 934 people participated in the second-level test of Japanese interpretation and 2,899 students took the second-level test of Japanese translation. As shown in Figure 2, the number of people who took the second-level test of Russian interpretation amounted to 51% of the number of people who took the Japanese test and the number of people who took the second-level test of Russian translation amounted to 67.5% of the number of people who took the Japanese test (as shown in Figure 2).

Figure 2. *The Number of CATTI Translators in 2019: Russian and Japanese*



*Comparison of Pass Rates Between CATTI Candidates for Russian and Japanese
in the 2019 Translator Qualification Test*

Among 1,957 candidates for the 2019 CATTI Russian translation qualification test, 286 passed the test, with a pass rate of 20.7%. Among 477 candidates for the second level of Russian interpreting, 64 passed the test, with a pass rate of 17.3%. Among 2,899 candidates for the second level of Japanese translation, 171 passed the test, with a pass rate of 7.86%. Out of 934 candidates for the second level of Japanese interpreting, 89 passed the test, with an initial pass rate of 11.1%. As shown in Table 1, after the statistical Chi-square test, the pass rate on the Russian translation level 2 test was significantly higher than the pass rate on the Japanese test. Furthermore, there was a significant difference between the two groups, $p < 0.001$ (as shown in Table 1).

Table 1. *Comparison of the Pass Rates on the CATTI Russian and Japanese Tests
in the 2019 Translation Qualification Examination*

	CATTI written translation level II			CATTI oral interpretation level II		
	Numbers of Examiners	Qualified persons	Percent of pass	Numbers of Examiners	Qualified persons	Percent of pass
Russian	1957	286	20.7%	447	64	17.3%
Japanes	2899	17	7.86%	934	89	11.1%
P value			$P < 0.001$			$P = 0.18$

Discussion and Conclusion

In this study, we found that in 2017 and 2018, fewer students took the NME in Russian in comparison to Japanese. In order for more high school graduates to choose Russian exams in the college entrance examination, it is necessary to increase the number of Russian teaching courses in high schools, equip high school Russian teachers, and cultivate student interest in learning Russian in middle school (Yong, 2021). According to the results of our research, in the CATTI test in 2019, the number of people passing the Russian test was higher than the number of candidates that passed the Japanese test. In the future, we need to strengthen the publicity of the CATTI as the most

authoritative translation qualification examination in China. Cultural and business exchanges between China and Russia have been increasing. This increase should be accompanied by a greater number of Russian teaching courses in middle schools, the stimulation of student interest in Russian, an expansion in Russian teaching research at universities, and the cultivation of talents who understand Russian and Russian translators.

Keywords: the Russian language, language teaching courses, the Japanese language, the CATTI exam, the National Matriculation Examination (NME).

References

- Hao, X. (2020). Stick to the direction of Gaokao reform and keep the characteristics of the Russian test: reflections on reforming the Russian test in Gaokao. *Russion in China*, 39(1), 66–76.
- Ning, Q. (2019). Russian language education in China: A review of 70-year development and its prospect. *Journal of SjtU (Philosophy and Social Sciences)*, 27(129), 76–88.
- Yong, H. (2021). A study on the teaching current status of minority language in middle schools under the background of new curriculum-taking Jinhua district, Zhejiang province as an example. *Creative Education Studies*, 9(6), 1912–1919. Published Online Dec 2021 in Hans.www.hanspub.org/journal/ces.

REVIEWERS

- **Milica Marušić Jablanović**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Emilija Lazarević**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Dušica Malinić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Jelena Stanišić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Ivana Đerić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- Prof. **Emina Kopas-Vukašinović**, Faculty of Education, University of Kragujevac (Jagodina, Serbia)
- **Milja Vujačić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Rajka Đević**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Slavica Ševkušić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- Prof. **Blanka Bogunović**, Faculty of Music, University of Arts in Belgrade (Belgrade, Serbia)
- **Smiljana Jošić**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Snežana Mirkov**, PhD, The Institute for Educational Research (Belgrade, Serbia)

- **Nada Ševa**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Dragana Gundogan**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Mladen Radulović**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Vladimir Džinović**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- **Marina Kovačević Lepojević**, PhD, The Institute for Educational Research (Belgrade, Serbia)
- Prof. **Milan Stančić**, Faculty of Philosophy, University of Belgrade, Department of Pedagogy and Andragogy (Belgrade, Serbia)
- Prof. **Mile Srbinovski**, Mother Teresa University, Faculty of Technical Sciences (Skopje, North Macedonia)
- Prof. **Andreas Oikonomou**, School of Pedagogical and Technological Education (Thessaloniki, Greece)
- Prof. **Milan Pol**, Faculty of Arts, Masaryk University (Brno, Czech Republic)
- Prof. **Tina Štemberger**, Faculty of Education, University of Primorska (Koper, Slovenia)
- Prof. **Luka Mijatović**, Faculty of Special Education and Rehabilitation, University of Belgrade (Belgrade, Serbia)

BOOK OF PROCEEDINGS

28th International Scientific Conference
“Educational Research and School Practice”

**THE STATE, PROBLEMS, AND NEEDS
OF THE MODERN EDUCATION COMMUNITY**

Publisher

Institute for Educational Research

For the publisher

Nikoleta Gutvajn

Editors

Jelena Stevanović
Dragana Gundogan
Branislav Randelović

Proofreader

Aleksandra Ilić

Copy Editor

Ivana Đerić

Print run

50

Cover design

Branko Cvetić

Graphic processing

Branko Cvetić

Printed by

Kuća štampe plus

<https://www.ipisr.org.rs/images/naucni-skupovi/book-of-proceedings.pdf>

ISBN 978-86-7447-161-6



ISBN 978-86-7447-161-6