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Original scientific paper

THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY IN THE TEACHING OF ROMANIAN AND ITALIAN AT THE FACULTY OF PHILOSOPHY, UNIVERSITY OF NOVI SAD

New technologies are transforming education, creating opportunities for interactive learning and innovative methods to teaching. This survey's goal is to examine students' attitudes toward the use of information and communication technologies (ICT) in the teaching of Romanian and Italian at the Faculty of Philosophy, University of Novi Sad. The focus of the research is on assessing the use and effectiveness of digital tools in learning, as well as identifying the issues students face during classes. The collected data will provide insight into how and to what extent new technologies contribute to development of language skills and student motivation. Since it is necessary to constantly monitor and analyze these processes in order to improve the quality of teaching, the research results will serve as a basis for the further development and adaptation of educational methods to the needs of modern students.

Keywords: ICT, innovative teaching methods, language competencies, student motivation, digital tools, teaching improvement, L2 Romanian language, L2 Italian language.

1. INTRODUCTORY CONSIDERATIONS

The use of information and communication technologies (ICT) has significantly altered the way we educate, especially with second foreign language learning. Digital tools and platforms provide students with easier access to learning materials, more interactive learning, and faster communication with teachers, while enabling teachers to adapt their methods to individual needs. The use of ICT in education has become integral, as it contributes to the development of language competency and student motivation, making the learning process more efficient and engaging. At the Faculty of Philosophy of

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the University of Novi Sad, the use of technology in teaching L2 Romanian as well as L2 Italian follows educational trends. However, to improve and adapt teaching methods to the needs of contemporary students, it is necessary to monitor and research students' views and attitudes toward the use of digital tools. While these students are regularly exposed to traditional methods, such as lectures and text-based learning, the survey in this study examines their attitudes toward incorporating digital tools in addition to conventional approaches. Such research enables the identification of the benefits and issues of using ICT and contributes to the further improvement of the teaching process. This paper's goal is to examine students' views toward the usage of ICT in the teaching of Romanian and Italian. The analysis of the survey results grants us insight into how students view the use of technology and how much digital tools contribute to their education in university context. Based on the data collected, recommendations will be formulated for the further development of teaching methods and their adaptation to the needs and expectations of students, which is crucial for improving the quality of teaching.

2. THEORETICAL FRAMEWORK

Technology has become a vital part of the daily lives of educated individuals, and modern society seeks to improve all aspects of learning through the use of modern technological solutions. E-learning represents a modern method of education that is based on information and communication technologies (ICT). This allows for the creation of new and different learning materials as well as facilitating access to knowledge. The use of ICT not only brings new opportunities to the educational process but also broadens the dimensions of learning, making it more accessible, interactive, and tailored to the needs of students (Ivanic et al, 2019, Balaban et al, 2023). According to Agbatogun (2012) and Cox & Marshall (2007), ICT plays a crucial role in educational development, enhancing both the quality of teaching and students' cognitive skills. If we want to classify teaching, we can divide the following way: classical teaching, teaching with the help of ICT, hybrid teaching, and online teaching. Classical teaching, without the integration of modern technology in the classroom, has become less common today, though they still persist in some contexts. Teachers usually use ICT as a supplement to classical teaching, combining online and classroom instruction, or learning takes place exclusively with the help of ICT (Đelošević, 2010). The process of learning and

the introduction of information and communication technologies also go through two phases. The first phase can be considered the electronic classroom. The physical environment in which teaching and learning take place is replaced by an electronic classroom, but the teaching process itself does not change. In the second phase, technology begins to be used in new and different ways, with the teacher taking several steps beyond what was realized in the traditional classroom. While language learning software of any kind should meet basic usability standards, the application's user interface must be easy and efficient to use, so that the user can focus on the content instead of the interface (Ivanic et al, 2019).

To understand how technology contributes to foreign language learning, we need to consider the key aspects of this process. This includes understanding the process of achieving language proficiency, the role of the teacher in this process, and how to establish a quality and productive relationship between professors and students. One of the largest challenges is motivating students to participate in instructional activities and finding ways to maintain that motivation throughout the whole educational process (Blatešić, Stanić, Šakan 2021). The effective use of technology in education depends not only on the availability of digital tools but also on the teacher's ability to integrate them in a way that increases student interest and active engagement (Tanasijević, Janković 2021).

E-learning incorporates new applications and services based on ICT, designed to support individuals, organizations, and society as a whole. Their aim is to improve skills through higher-quality and continuous learning methods, enabling ongoing development and adaptation of knowledge to current needs (eEurope, 2005). Modern educational demands place an expectation on students that their learning should be adapted to various cultures to enable their full development. Students educated in multicultural environments often face the challenge of reconciling different learning styles and lectures. This conflict arises because students are trying to build a professional identity that must be connected to the local culture in which they will later work, as well as to the educational environment in which they are currently learning (Parrish, 2010). Technology also has cultural aspects - the importance of understanding cultural differences related to technology so that educators and content creators can develop materials that are suitable for diverse cultures. A crucial factor for the successful distribution of educational software is the careful selection of what appropriate hardware and software should be used (Al-Hunaiyyan, 2018).

In recent years, the approach to language learning has significantly changed. A large focus is placed on developing communication skills. Modern teaching, through a communicative approach, emphasizes the practical use of language, differing from earlier methods that focused on error correction. The use of technology has further enhanced this approach, enabling interactive learning through digital tools, remote learning platforms, and applications that provide students with opportunities to practice communication in real and simulated situations. As such, technology facilitates the development of language competencies and motivates students through a dynamic and engaging learning process.

There is a wide range of literature and textbooks available for commonly spoken languages. This makes it easier for teachers to choose the most suitable material depending on the students' knowledge level, background, and age. Unfortunately, there is a lack of fitting textbooks and manuals for less popular languages (Özçelik, Kennedy Kent, 2023). In these cases, teachers often rely on technology to access various resources and improve the lessons, making them more engaging and tailored to the needs of the students (Ivanic, 2020).

Today, technology provides us with the opportunity to master language skills more easily, as students have the ability to learn a language, explore, and utilize all available information even outside of formal settings. All language skills (writing, speaking, reading, and listening) can now be bettered regardless of teachers, with the help of technology and available materials (Radić Branisavljević, Milovanović, 2014). It is important to emphasize that the teacher plays a massive role in the application of technology in language learning. Besides following the curriculum, the teacher must be motivated and ready to face the new challenges brought by the use of technology. Their ability to embrace innovations and adapt their teaching methods is vital for successfully incorporating technology into the learning process (Ivanic et al, 2019), which is particularly important in collaborative online learning, where the teacher’s role in creating conditions for student interaction and engagement is crucial (Eraković, Topalov 2021: 122).

The process of language learning depends on several internal and external factors. The key factors include age, motivation, learning style, environment, atmosphere, lifestyle, prior knowledge, and age group. All these elements have a major impact and should be taken into consideration. Krashen identified four main affective factors that directly influence the acquisition of a foreign language and individual differences among learners: motivation, attitudes, self-confidence, and language anxiety (Krashen, 1981).

Today, technology plays an important role in each of these aspects, as it has become an integral part of the educational process. By using digital tools correctly we can observe an increase in student motivation. This contributes to more active engagement and easier language acquisition. Technology not only supports learning but also boosts self-confidence and reduces anxiety, making the learning process more efficient and better suited to students' needs. The asynchronous nature of some segments of remote teaching can also help in empowering students to be more autonomous and independent learners than they could be even in a face-to-face educational context (Wu, Wei, 2021:303).

Continuous monitoring, improvement and adaptation of teaching methods, as well as the consideration of the needs of students, enable quick results. This approach, naturally, requires that teachers are highly motivated, open to ongoing professional development, and ready to implement new methods and standards in the educational process (Ivanic et al, 2019).

The process of language learning can be seen as a whole, where key components are connected and directed toward achieving success in learning. At the center of the diagram (see Picture 1) is the central concept of "Language Learning", symbolizing the main objective of all activities and processes. The authors of this study emphasize eight key components as essential in all forms of online learning: motivation, motivator, technology, digital classroom, activity, advantages, modern teaching, and goal. These components collectively form the foundation of effective online education, fostering active participation, clear objectives, and a supportive, technology-driven learning environment.

Picture 1: Parameters for quality online learning

Motivation plays a crucial role in maintaining student engagement throughout the process. (Maričić Mesarović, Matović, 2022). Technology, with its advantages and tools, supports and facilitates access to necessary resources for modern education. Contemporary teaching and digital classrooms enable flexible and innovative methods tailored to the needs of modern students. Lastly, the student component shows the importance of setting clear goals and student satisfaction as key indicators of successful learning. The arrows between these elements show the dependence of all components on each other, highlighting that each factor is equal for achieving the central goal – effective and quality language learning (Ivanić, Durić, 2024: 167).

As we have mentioned, it often happens that teachers give up if the interface of an application is too difficult or complex to use. Most of the time manuals and support are lacking, as well as websites and mobile applications. In addition to

everything mentioned, it is necessary to pay attention to standards if we want learning materials to be accessible and used effectively (Ivanic et al, 2019).

If we want to improve education, it is necessary to answer several questions: What does it mean to be digitally literate? How does learning change in a digital environment? What are the most effective tools, resources, and strategies to support learning and teaching in the digital age? Students find interactive lectures far more appealing than traditional methods (Guo, Li, 2024), as they no longer meet their needs. As the everyday use of social media, smartphones, and computers increases, it becomes clear that the way of learning must evolve. Students believe that professors must keep up with contemporary trends and adapt their teaching to new generations without risking the quality of education. The technical equipment of classrooms often presents a problem. However, it is crucial for professors to be motivated and open to collaboration with students. The professor-student relationship plays an invaluable role in increasing motivation for learning, as success largely depends on the professor who supports their students' ideas and involves them in the learning process.

The use of technology and multimedia resources brings energy to the classroom, making it a more fun and stimulating place to learn and teach (Maričić Mesarović, Borljin, 2023). By giving students the freedom to express their ideas and present their work in a way that suits them best, we encourage them to develop critical thinking and actively participate in the educational process. The digital age offers great opportunities for advancement, and successful language teaching depends on how we harness those opportunities.

3. RESEARCH METHODOLOGY

This research paper involved students from various programs at the Faculty of Philosophy at the University of Novi Sad, who are taking courses in Romanian and Italian languages. This sample included a total of 47 students from different years of study (from 1st to 4th), including undergraduate, master's, and doctoral studies. The age structure of the respondents ranged from 18 to 36 years. Participants were selected using a random sampling method among students who actively participate in language classes, ensuring the relevance of the data for the research objectives. Data collection was conducted through a survey. Students filled out an online questionnaire, which was anonymous and available via the Google Forms platform. The questionnaire consisted of 16 questions divided into two sections. The first section covered basic demographic data (gender, age). The

second section focused on students' attitudes toward the use of technology in language teaching, including questions about their satisfaction and perception of the advantages and challenges of digital learning and their attitudes toward interactive lectures.

4. RESEARCH RESULTS

The results of the conducted research will be presented in this section of the paper. This will provide the insight gathered from the students on their views regarding the use of ICT in language teaching. The analysis includes responses to key survey questions, as well as comparisons between different groups of respondents, such as gender and age structure. The obtained data allow for the identification of the benefits and issues of digital teaching, emphasizing the impact of technology on motivation, efficiency, and the quality of the educational process.

4.1 Chart 1 shows separation by gender of the respondents: 85.1% of participants identified as female, while 14.9% identified as male. No one chose the option "I prefer not to say." This distribution shows that the majority of respondents in the survey are women, which may influence the results of the research and the interpretation of attitudes toward technology in education.

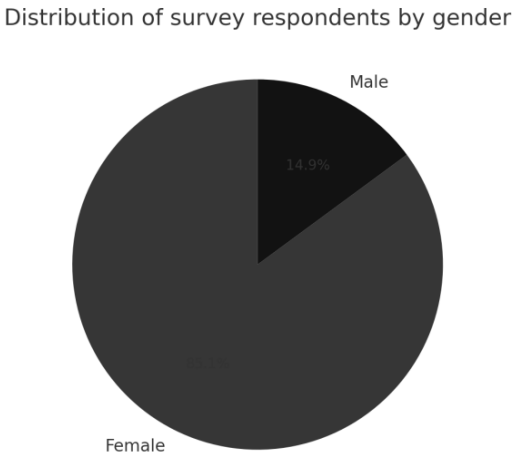

Chart 1: Distribution of servey respondents by gender

4.2. The majority of respondents are younger students, with the largest group being between the ages of 18 to 20 years (48.9%) and 21 to 24 years (46.8%), totaling 95.7% of participants. This sample structure shows that younger students are the majority participants in the study, which may suggest their greater involvement in classes that utilize technology or a higher motivation to participate in the survey. Older age groups, including those aged 25 to 28 years and older, are represented by a very small percentage of respondents. This may imply that older students have less exposure to digital tools in education or are less motivated to participate in research of this nature.

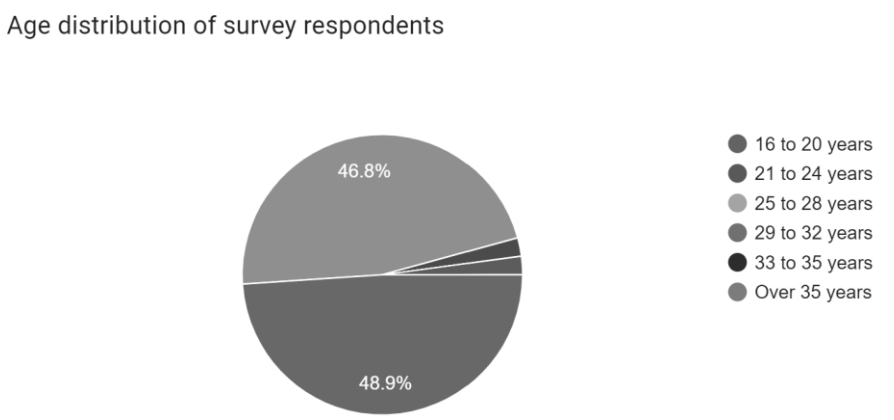

Chart 2: Age distribution of survey respondents

4.3. The respondents' views toward the claim: “The application of modern technologies in teaching is a useful way of learning" shows that 59.6% gave the highest rating of 5, showing a very positive view on the use of technology in education. Additionally, 25.5% rated it a 4, also reflecting strong support. In total, 85.1% of respondents provided ratings of 4 or 5, confirming a mostly positive stance. A neutral view was expressed by 10.6%, who gave a rating of 3. A smaller percentage, 4.3%, rated it a 2, and no one gave the lowest rating of 1. These results clearly show that the majority of respondents consider modern technologies to be beneficial for education. The high percentage of ratings 4 and 5 demonstrates that students recognize the value of digital tools in learning, while negative opinions are negligible.

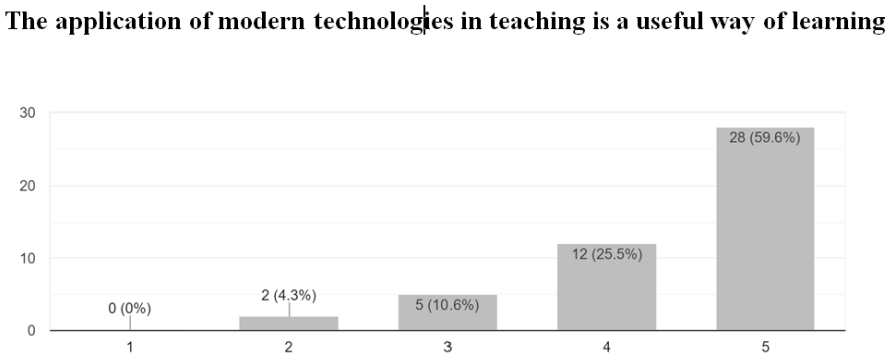

Chart 3: The application of modern technologies in teaching is a useful way of learning - add this title on chart

4.4. The Chart 4 reflects respondents' views toward the statement that the use of modern technologies in teaching is a pleasant form of learning. The majority of participants have a positive view, with 40.4% giving the highest rating of 5, and 25.5% rating it 4, indicating a high acceptance of digital methods. A neutral stance was expressed by 29.8% of respondents, suggesting that a certain number of students hold a balanced opinion. A small percentage, 4.3%, rated it 2, while no one gave the lowest rating of 1, demonstrating an almost non-existent negative view towards the use of technology in education. Overall, the results indicate that students generally see technology in education as both pleasant and beneficial.

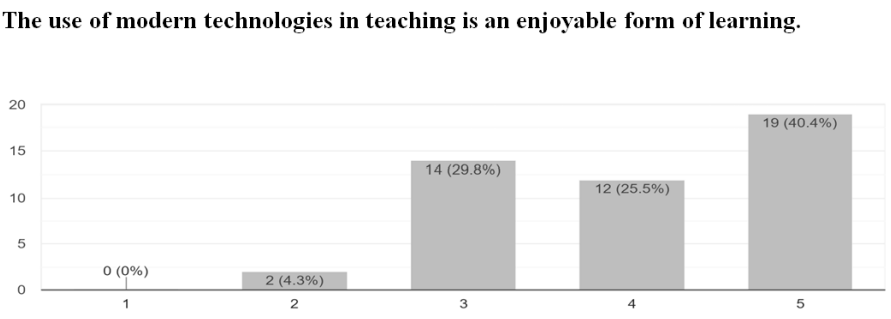

Chart 4: The use of modern technologies in teaching is an enjoyable form of learning.

4.5. Most of the respondents (63.8%) strongly disagree with the idea that modern teaching methods can completely replace in person learning, with an additional 19.1% sharing a similar opinion, giving a rating of 2. Given that only 8.5% of participants fully agreed, the results suggest that students still place large importance on traditional teaching and direct interaction.

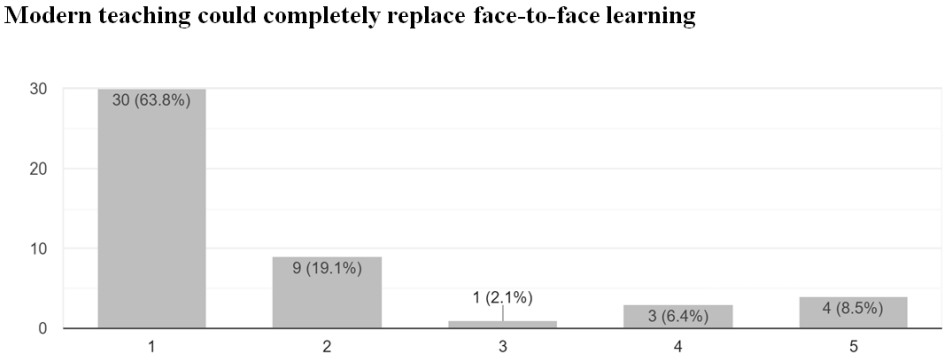

Chart 5: Modern teaching could completely replace face-to-face learning.

4.6. Most respondents believe the use of modern technology in teaching requires good computer skills, with 36.2% giving a rating of 4 and 21.3% giving the highest rating of 5. A smaller part of participants expressed a neutral stance (29.8%), while negative opinions were represented by a very small percentage (8.5% and 4.3%). This shows a consensus on the importance of technological competencies in education.

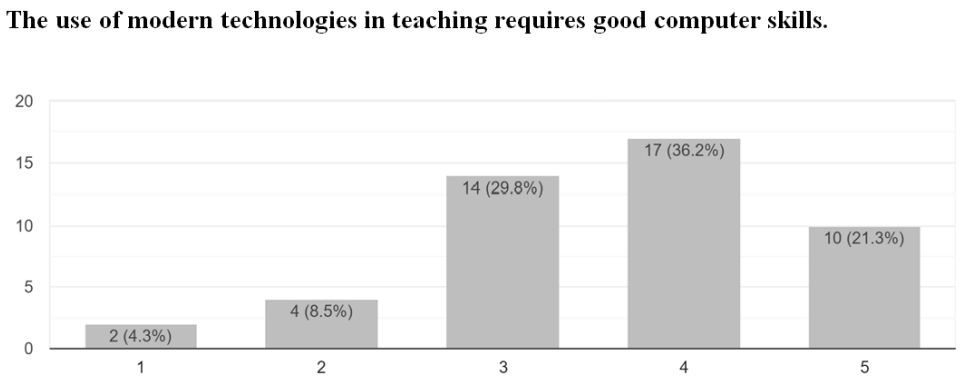

Chart 6: The use of modern technologies in teaching requires good computer skills.

4.7. A large number of respondents (31.9%) rated the ability to adequately follow course material[1] using modern technologies with a 4, while an additional 25.5% gave the highest rating of 5, showing a generally positive attitude. A smaller percentage of respondents held a neutral stance (25.5% with a rating of 3), while only 17% expressed some skepticism toward this statement (14.9% rated it 2, and 2.1% rated it 1).

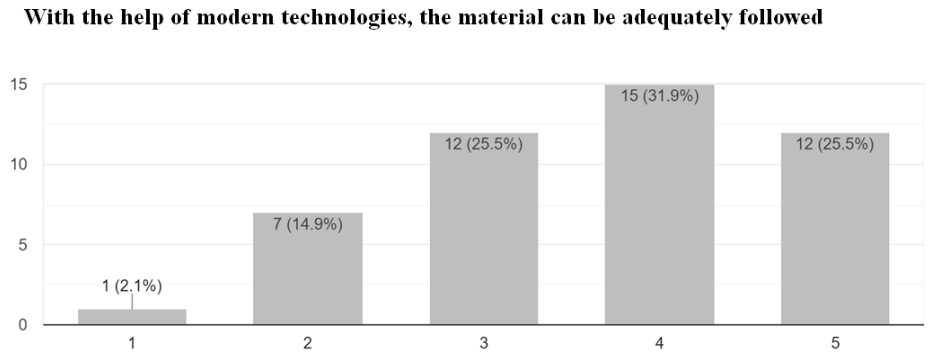

Chart 7: With the help of modern technologies, the material can be adequately followed.

4.8. Most of the respondents (36.2%) rated it with a 4, and an additional 34% gave the highest rating of 5, indicating a positive view toward the use of technology for exam preparation and acquiring new knowledge. A smaller number of respondents have a reserved stance (19.1% with a rating of 3), while a minority expressed disagreement with this statement (4.3% with a rating of 1 and 6.4% with a rating of 2).

[1] At the Faculty of Philosophy in Novi Sad, for teaching Italian (L2), we use a series of textbooks called *Nuovo Espresso* (levels 1–5) and our own exercise manual *Nuova idea*. For teaching Romanian as a second language (L2), we use *Manual de limba română ca limbă străină (RLS) A1-A2 (Elena Platon)* and for both languages, we have custom-created teaching materials available on the Moodle platform.

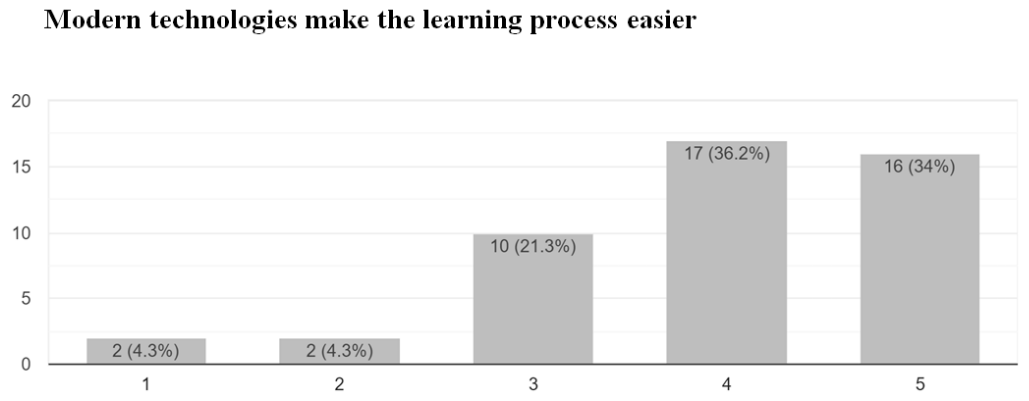

Chart 8: Modern technologies make the learning process easier.

4.9. The results show that most of the respondents see technology as a useful tool for learning, with 31.9% giving a neutral rating of 3, while 27.7% rated it with a 4 and 21.3% with a 5, expressing a positive opinion. A minority of respondents hold a more reserved stance on this statement, with 14.9% giving a rating of 2 and 4.3% rating it with a 1, indicating that technology is not equally effective for all participants.

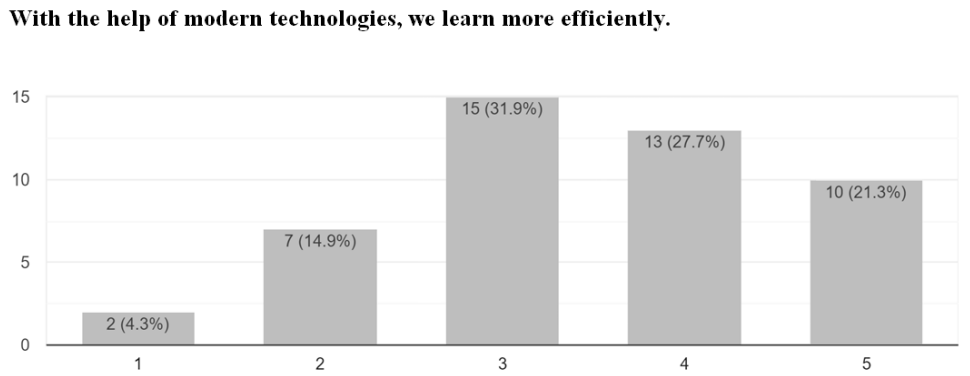

Chart 9: With the help of modern technologies, we learn more efficiently.

4.10. The results show that respondents' views are split, with the biggest group giving a neutral rating of 3 (29.8%), while 27.7% rated it with a 2, indicating prevalent suspicion about stress reduction through the use of technology. A smaller number of participants expressed a positive outlook, with 19.1%

giving a rating of 4 and 12.8% giving the highest rating of 5, while 10.6% of respondents believe that technology does not reduce stress at all (rating 1).

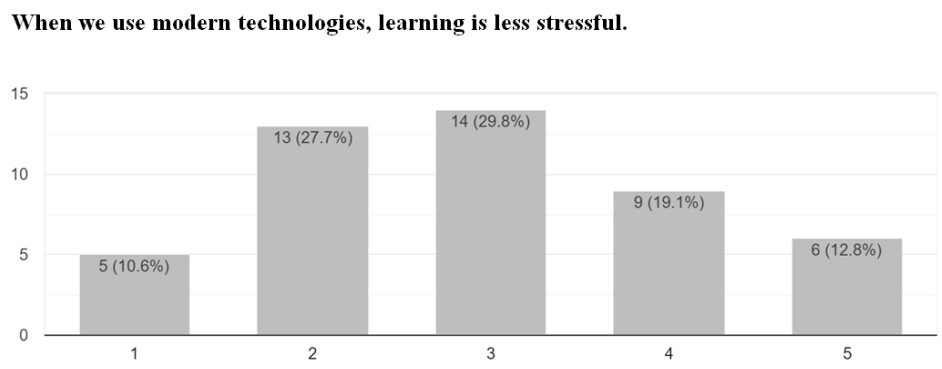

Chart 10: When we use modern technologies, learning is less stressful.

4.11. The Chart 11 shows that most of the respondents believe that technology improves the organization of lectures, with 29.8% giving a reserved rating of 3, while 25.5% gave the highest rating of 5. A smaller percentage of participants disagreed with this statement (2.1% gave a rating of 1 and 21.3% gave a rating of 2), showing that experiences with lecture organization through technology vary.

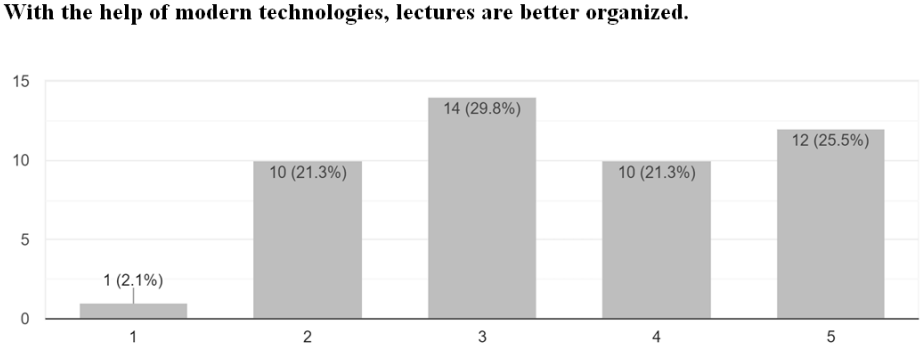

Chart 11: With the help of modern technologies, lectures are better organized.

4.12. Most of the respondents agree that the application of technology in teaching has certain difficulties, with 36.2% rating it a 4 and 38.3% rating it a 5. A lesser percentage of participants took a neutral stance (21.3% rated it a 3), while a minority expressed disagreement with the statement (4.3% rated it a 1, with no ratings of 2). This shows a general awareness of the problems associated with the use of technology in education.

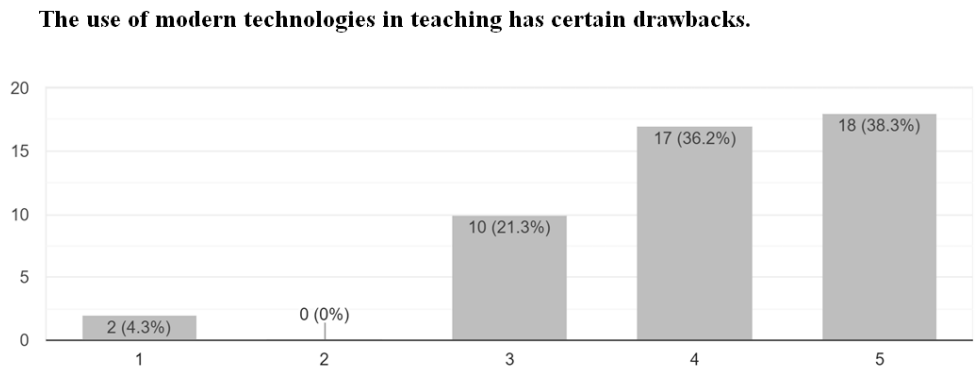

Chart 12: The use of modern technologies in teaching has certain drawbacks.

4.13. The graph shows that the majority of respondents have a positive outlook toward the statement that modern technologies make it easier to learn a language, with 40.4% rating it a 4 and 27.7% rating it a 5. A smaller number expressed a neutral or skeptical stance, with 21.3% giving a rating of 3 and a total of 10.7% rating it a 1 or 2. This shows a general recognition of the benefits of technology in language learning.

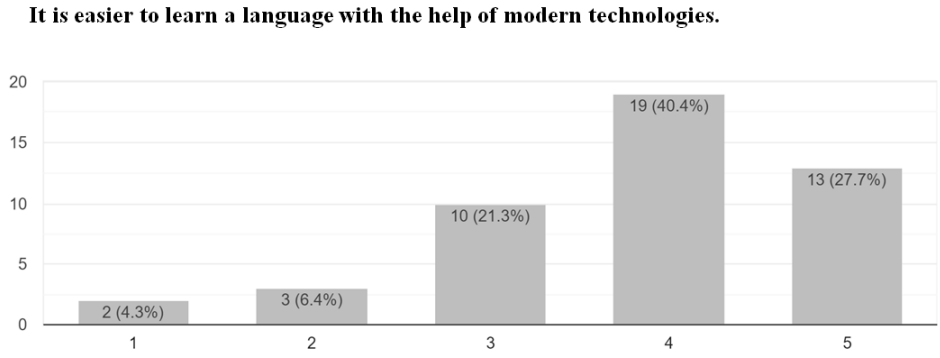

Chart 13: It is easier to learn a language with the help of modern technologies.

4.14. Results show that almost all respondents believe that using presentations, audio, and video materials enhances language learning, with 55.3% giving the highest rating of 5, and 34% rating it a 4. Only a small amount of respondents have a neutral or negative opinion on this statement, with just 4.3% and 6.4% giving ratings of 2 and 3, respectively. This shows a generally accepted view of the usefulness of these multimedia tools.

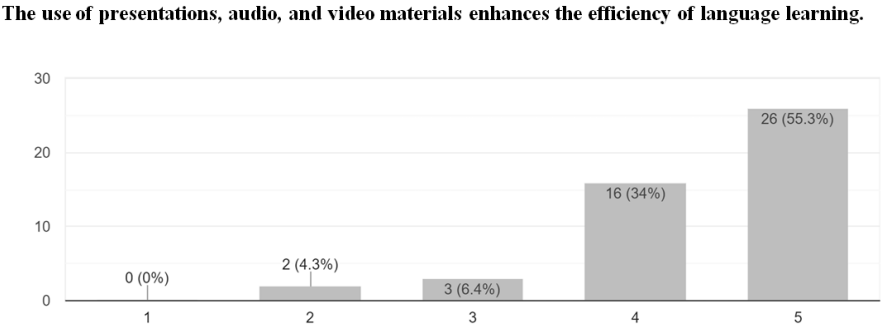

Chart 14: The use of presentations, audio, and video materials enhances the efficiency of language learning.

4.15. The Chart 15 shows that the majority of respondents believe that technology has improved their understanding of the culture, people, and language of Romania or Italy. Specifically, 51.1% rated this aspect the highest at 5, while 34% rated it a 4. A smaller number of participants expressed a neutral or negative stance, with 10.6% giving a rating of 3 and 4.3% rating it a 2. This proves a high level of recognition of the benefits of technology in developing cultural and linguistic competencies.

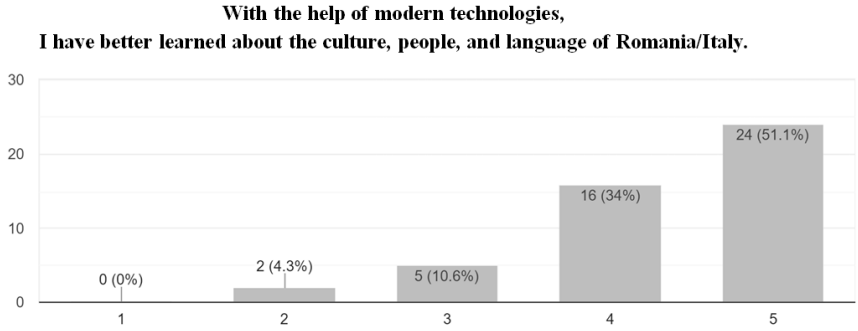

Chart 15: With the help of modern technologies, I have better learned about the culture, people, and language of Romania/Italy.

4.16. The results indicate that respondents are divided regarding the difference in quality between modern and traditional language teaching. An equal number of participants (31.9%) rated it a 3 and a 4, reflecting a neutral or slightly positive attitude. A smaller number expressed skepticism, with 12.8% giving a rating of 1 and 6.4% rating it a 2. Meanwhile, 17% rated the modern approach with the highest score of 5, suggesting that some respondents recognize the advantages of modern teaching compared to traditional methods.

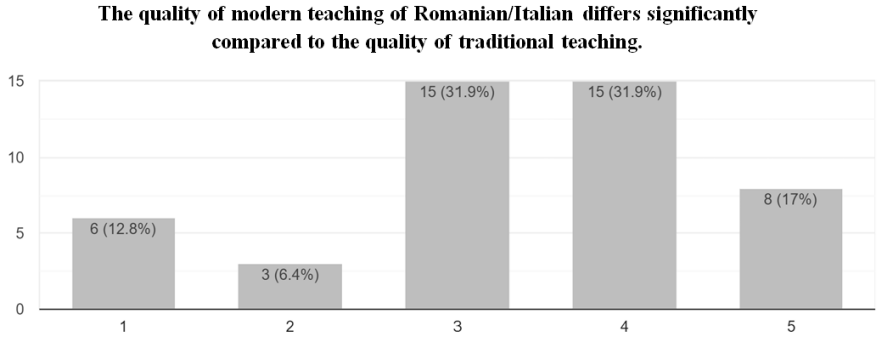

Chart 16: The quality of modern teaching of Romanian/Italian differs significantly compared to the quality of traditional teaching.

5. CONCLUSION AND RECOMMENDATIONS FOR GOOD PRACTICE

The research results provide a comprehensive insight into students' perceptions of the application of modern technologies in the education and learning of Italian or Romanian languages. Below, we will analyze the key findings and their implications in more detail. The data shows that women are significantly represented among the respondents (85.1%). This dominance of the female gender may affect the interpretation of the results, as some studies suggest that women may have specific approaches to learning and using technology (Niroo, Crompton, 2022). Additionally, most respondents belong to younger generations: 48.9% are students aged 16 to 20, while 46.8% are between 21 and 24 years old. This clearly indicates that young students are more interested in modern educational methods and more frequently use digital tools in their daily learning.

Their presence in the sample may have contributed to the distinctly positive attitudes toward the use of technology. Most students view technology as a useful means of learning—59.6% gave a maximum score of 5 to this statement, and an additional 25.5% rated it 4. These results indicate a high level of acceptance of technology as an educational tool. Students recognize that modern technologies provide them with easier access to information, more interactive learning methods, and flexibility in mastering the material. The positive attitude toward technology may also be linked to their daily experiences with mobile applications, computers, and social networks. Although the perception of technology is generally positive, the results show resistance to the idea that modern technologies can completely replace traditional teaching. 63.8% of respondents gave the lowest score to the statement that modern teaching can replace in person learning. This finding suggests that students value direct interaction with professors and peers, which is difficult to fully substitute with digital means. Traditional teaching still plays a significant role in their educational experience, especially in the context of developing social and communication skills.

The results show that students recognize the importance of technological competencies. 36.2% rated good digital skills as essential for the successful application of technology with a score of 4, while 21.3% gave the highest score of 5. This indicates the significance of continuous training to enhance computer skills, which is key to increasing learning efficiency. Without appropriate digital competencies, there is a risk that students will not fully capitalize on the advantages that modern tools offer.

One of the biggest positive attitudes expressed is towards the use of presentations, audio, and video materials. 55.3% of respondents gave the highest score of 5, while an additional 34% rated it with a score of 4. This data suggests that students recognize the importance of multimedia resources for enhancing the quality of teaching, increasing engagement, and motivating learning. These results confirm that the integration of multimedia resources is a key factor in improving the quality of education.

Most students believe that modern technologies improve the organization of teaching – 25.5% gave the highest score of 5, while 29.8% gave a neutral score of 3. However, a certain percentage of students (21.3%) expressed disagreement with this statement, indicating varying experiences with digital tools in the organization of teaching. These data suggest the need for further refinement of methodologies that combine technology with educational objectives.

The results show that students' attitudes are divided regarding whether technology reduces stress in learning. While 31.9% gave a neutral rating of 3, a

smaller number of respondents expressed a positive attitude (12.8% with a rating of 5). These results indicate that digital tools can alleviate stress in learning, but it is important to provide support for students facing technical challenges or feelings of being overwhelmed by technology.

A large number of respondents (51.1%) rated with a 5 that technology has contributed to a better understanding of the culture and language of Romania or Italy, while 34% gave a rating of 4. These data indicate that technology offers unique opportunities for the development of intercultural skills.

Respondents are divided regarding the difference in quality between traditional and modern teaching. 31.9% gave ratings of 3 and 4, indicating a neutral or slightly positive attitude towards modern approaches. While a certain portion of students recognize the advantages of technology, the results show that there is no complete consensus on the superiority of digital methods over traditional ones.

This research clearly shows that students recognize the many significant advantages in the application of technology in education while also emphasizing the need to retain key aspects of traditional teaching. Digital tools are seen as useful for improving the efficiency, accessibility, and organization of the educational process, with 85.1% of respondents expressing a predominantly positive attitude towards using technology for learning. These findings indicate that modern teaching facilitates better-organized and more engaging classes and additionally contributes to greater interest in learning about the languages and cultures of Romania and Italy.

However, the research results indicate that students still place great importance on face-to-face interaction. 63.8% of participants express a clear view that digital tools cannot completely replace traditional teaching. This highlights the significance of the social aspect of education. Moreover, the data suggest that it is essential to enhance digital competencies to ensure that students feel more confident and competent in working with technology, given that 36.2% of respondents believe that knowledge of digital skills is key to success in modern teaching.

Additionally, the perception of stress associated with using technology is split. While a minority of respondents believes that technology reduces stress, a significant portion of participants holds a reserved or even slightly negative stance on this issue. This shows a clear need for further efforts to ensure that students feel comfortable using digital tools in educational activities.

It has also been observed that the majority of students recognize the importance of multimedia content as a significant factor in improving engagement

and efficiency in learning. The use of video materials, audio recordings, and presentations is rated as the most beneficial for improving language learning, with 55.3% of respondents giving the highest score. These results indicate a significant potential for further integration of multimedia materials into teaching.

Continuous training should be therefore organized for students and teachers to improve their digital skills. The focus should be on acquiring practical knowledge about the use of software tools and digital platforms utilized in education. A combination of traditional and modern teaching methods is recommended, allowing students to benefit from digital tools while maintaining direct communication with professors and peers. This balanced approach will meet various educational needs and learning styles. Furthermore, given the positive attitudes of students toward multimedia, it is advisable to enhance the use of presentations, video, and audio materials. These resources can increase motivation, engagement, and efficiency in mastering the curriculum. Providing technical support for students and teachers is essential for the smooth use of technology. Ensuring adequate infrastructure, such as stable internet connectivity and reliable learning platforms, will facilitate the application of digital tools.

It is also highly recommended to develop strategies and methods for reducing digital stress, such as: providing clear instructions for using technology, ensuring the availability of technical assistance, and allowing flexibility in deadlines. It is crucial to motivate students and provide assistance during the transitional period to digital working methods. Digital tools should be utilized more intensively to enhance cultural and linguistic competencies. The integration of international projects, communication with native speakers, and access to authentic materials can further motivate students to learn languages.

It is recommended to regularly evaluate digital methods and teaching tools to monitor their effectiveness and student satisfaction. The collected data should be used to better teaching practices and create new educational strategies. It is necessary to identify and promote examples of good practice in the use of technology in teaching. Teachers and institutions should share their experiences through workshops, seminars, and academic publications to enhance teaching and motivate others to adopt similar approaches. Implementing these recommendations can contribute to the development of a dynamic and flexible educational environment that meets the needs of students. While technology offers numerous opportunities, it is essential to maintain a balance between digital and traditional methods to achieve the best educational outcomes.

Ivana Ivanić, Aleksandra Blatešić

PRIMENA INFORMACIONO-KOMUNIKACIONIH TEHNOLOGIJA U NASTAVI RUMUNSKOG I ITALIJANSKOG JEZIKA NA FILOZOFSKOM FAKULTETU UNIVERZITETA U NOVOM SADU

Rezime

Nove tehnologije donose promene u obrazovanju, nudeći mogućnosti za interaktivno učenje i inovativne metode poučavanja. Cilj ovog rada je da posredstvom ankete ispita stavove studenata prema korišćenju informacionih i komunikacionih tehnologija (IKT) u nastavi rumunskog i italijanskog jezika na Filozofskom fakultetu Univerziteta u Novom Sadu. Fokus istraživanja je na proceni upotrebe i efikasnosti digitalnih alata u nastavi, kao i na identifikaciji problema sa kojima se studenti suočavaju tokom učenja. S obzirom na to da nijedan ispitanik nije imao negativno mišljenje o upotrebi modernih tehnologija u nastavi jezika, prikupljeni podaci pružili su uvid u to kako i u kojoj meri one doprinose razvoju jezičkih veština i motivaciji studenata. Za većinu anketiranih studenata časovi na kojima se koriste nove tehnologije su bolje pripremljeni i organizovani, a naročito pozitivan učinak imaju multimedijalni sadržaji (video, audio, prezentacije). Benefiti tehnologije pokazali su se ne samo u oblasti usvajanja jezika, već i kulture Rumuna i Italijana, te je preko polovine anketiranih studenata ocenilo najvišom ocenom upravo razvoj lingvističkih i kulturoloških kompetencija. S druge strane 63,8% studenata, izjavilo je da digitalni alati ne mogu u potpunosti zameniti tradicionalnu nastavu, dok su mišljenja vrlo podeljena i u vezi sa temom smanjenja stresa prilikom onlajn učenja. S obzirom na to da je potrebno konstantno pratiti i analizirati ove procese kako bi se unapredio kvalitet nastave, rezultati ovog istraživanja mogu poslužiti kao osnova za dalji razvoj i prilagođavanje obrazovnih metoda potrebama savremenih studenata.

Ključne reči: IKT, inovativne metode poučavanja, jezičke kompetencije, motivacija studenata, digitalni alati, unapređenje nastave, rumunski jezik, italijanski jezik.

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