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Sandra Buljanović Simonović*
Faculty of Philology University of Belgrade

DEVELOPING CULTURAL COMPETENCES IN HUNGARIAN AS L2 WITH STUDENTS OF MASTER IN TRANSLATION STUDIES

Abstract: The study seeks to examine the didactic material for teaching Hungarian as a second language available at level B2+ and above for the development of cultural competencies, as well as raising intercultural awareness in teaching the Hungarian language to Serbian native speakers. The study is part of research conducted as a preparation of the syllabus of Hungarian language and Hungarian literary translation courses in the two-year MA Translation Studies program at the Faculty of Philology, University of Belgrade. It aims to link the curriculum with the PETRA-E Framework of Reference for the Education and Training of Literary Translators. .

Keywords: curriculum development, cultural competence, Hungarian as a foreign language, literary translation, PETRA-E framework.

1. Introduction

This study aims to present the research that was conducted during the preparation for the newly accredited master's study program at the Faculty of Philology at the University of Belgrade, and supplemented by observations during the first two years of the teaching process. Although it is specifically concerned with the presentation of master's studies, this case study seeks to point out the importance of the development of

* sandra.buljanovic@gmail.com

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competencies required for intercultural mediation at all levels of both formal and informal education.

1.1 Master in Translation Studies at the Faculty of Philology at the University of Belgrade

In a world where the labor market is becoming more and more global, it is necessary for a faculty whose main activity, in addition to the study of the mother tongue and literature, is the study of foreign languages, cultures and literatures, to develop a curriculum that will serve as a starting point for a career as a mediator between speakers of different languages. On the occasion of the new accreditation, the Faculty of Philology at the University of Belgrade decided to put together a new, improved MA programme in translation studies from the academic year 2023/2024. The Department of Hungarian Studies joined the initiative. At the Faculty of Philology in Belgrade, Hungarian language and literature have been studied for thirty years on undergraduate level as a second language (L2) within the Language, Literature and Culture curriculum. During the four-year undergraduate program at the Department of Hungarian Studies, students acquire comprehensive knowledge of the Hungarian language, literature, culture, and the history of Hungarian-Serbian cultural relations. After completing BA studies and having acquired 240 ECTS points, the student is eligible to apply for MA studies in translation. However, a diploma obtained at the Faculty of Philology is not a prerequisite, the candidate must possess a diploma from a faculty in Serbia or a certified diploma obtained from a university abroad. All candidates take an entrance exam in the foreign language they want to attend for master's studies and in the Serbian language. The Serbian language exam, in the form of a 20-item test, tests language competence in the native language (Serbian as L1). The exam in the foreign language the candidate chooses to take, consists of two parts: a test on language competence of a foreign language (L2) at B2 CEFR level, as well as a test on translation from the chosen foreign language into Serbian. The translation exam also consists of 2 parts: a translation of shorter texts of up to 500 words from journalism and an excerpt of a literary work. The studies last 4 semesters: 3 semesters of teaching, while the 4th semester is reserved for writing the master's thesis. The curriculum is designed according to the principle creating your own

curriculum, i. e. the student independently chooses the subjects that are offered within the entire curriculum. Each course book lists the conditions for a student to choose that course. The Department of Hungarian Studies has accredited 4 courses within the curriculum: Contemporary Hungarian language, Translation theory and techniques, Literary translation from Hungarian to Serbian Language, The History of Hungarian-Serbian cultural relationships. All courses are taught twice a week for 90 minutes.

1.2 Developing cultural competencies

In the dictionary of linguistic didactic terminology by Vučina Raičević, we find that „cultural competences of students represents a special aspect of the teaching process, which implies a clear language-didactic orientation in the acquisition of basic and systematized knowledge about the country and the people whose language is being studied, such as those related to the social sphere, culture (in the broad sense of the word), data from history, geography, literature and art, knowledge about traditions, customs, everyday life, etc.“ (Raičević 2011: 93). When it comes to the teaching process, Raičević adds that „In the process of teaching a foreign language, at the same time as mastering a foreign language as a means of communication, students should be introduced to the culture and the modern socioultural environment of the country and people whose language is being studied" (Raičević 2011: 93). The Common European Framework of Reference for Languages uses the term *general competences*, which embodies the knowledge of the world, the sociocultural knowledge and the intercultural awareness.

1.3 The PETRA-E Framework of Reference for Literary Translators

Since it focuses on the literary translation, the PETRA framework encompasses literary and cultural competences, defining them as "the ability to apply knowledge about the source and target literature and culture, while translating literary works it also includes the ability to handle cultural differences and the ability to distinguish between literary movements and schools, periods and styles."

According to its website "the PETRA-E Framework of Reference for Literary Translators" is a tool for educators and literary translators to

assess and develop competencies in literary translation. The PETRA-E Framework gives trainers a handle on how to customize their programs; translators can use it to assess their proficiency and determine competences to work in order to be more professional. It is important to note, however, that the PETRA-E Framework describes possibilities, not necessities. It is not meant as something to impose on translators, it doesn't aim for standardization. It can be used for self-assessment or as a reference tool for universities, trainers and schools". The flexibility of the Framework is reflected in the fact that some competences may be seen as possibilities, not as requirements. Arguably, it states that "a translator does not need all the competencies", which can be true for a beginner translator, but who will develop all of them through translating. The PETRA-E Framework recognizes eight competencies: transfer, language, textual, heuristic, literary-cultural, professional, evaluative, and research competence, which can be developed on five levels: beginner, advanced learner, early career professional, advanced professional and expert.

The literary-cultural competence incompasses the situation of the source and target text, the understanding of *culturally specific* elements, the intercultural and intertextual skills. The translator's level of these abilities and skills is described using descriptors, which can be found in the Table 1. According to the PETRA framework, a beginner translator can situate a source text within source culture, at the advanced level already has a general knowledge about literary traditions in source culture, whereas an early career professional is already familiar with the literary tradition of the source culture. An advanced learner translator develops the ability to situate a target text within the literary system of the target culture, an early career professional can situate their own translation in the target culture, the advanced one knows the literary translation tradition in the target culture, while the expert contributes to the literary translation tradition in target culture. When it comes to understanding of the culture-specific elements, the difference between levels is the way the candidate can deal with them. Already at the beginner level the translator can recognize culture-specific elements, the advanced learner can recognize culture-specific elements in a way relevant for translation, and the early professional can effectively deal with culture-specific elements. The intercultural skills of the translator only slightly differ: the beginner can recognize the differences between the source culture and the target culture, whereas the early professional

can effectively deal with them. It is a similar situation with intertextual skills: the advanced learner can recognize intertextual references, while the early career professional can effectively deal with them.

Levels (5)	LT1 Beginner	LT2 Advanced learner	LT3 Early career professional	LT4 Advanced professional	LT5 Expert
situation of source text	can situate a source text within source culture	has a general knowledge about literary traditions in source culture	knows literary tradition of the source culture well		
situation of target text		develops ability to situate a target text within the literary system of the target culture	can situate their own translation in the target culture	knows literary translation tradition in the target culture	contributes to the literary translation tradition in target culture
understanding of culture-specific elements	can recognize culture-specific elements	can recognize culture-specific elements in a way relevant for translation	can effectively deal with culture-specific elements		
intercultural skills	can recognize differences between source culture and target culture		can effectively deal with differences between source culture and target culture		
intertextual skills		can recognize intertextual references	can effectively deal with intertextual references		

Table 1. Excerpt from the PETRA framework table
that refers to the Literary-cultural competence.

1.4 Developing cultural competences in Hungarian as L2

For Serbian native speakers, competencies in Hungarian as a second language are developed through formal education in the field of Hungarian studies, linguistics, literary theory, etc. at the Department of Hungarian Studies at the Faculty of Philology, University of Belgrade, Erasmus, CEEPUS and other mobility programs enable students to spend one or more semesters at a Hungarian university, in studies at the Balassi Institute in Budapest, and also through less formal education: translation camps organized by the most important publishing house of the Hungarian minority in Serbia *Forum Liber* and a literary magazine *Híd*, literary translation seminars in translating the Hungarian literature to Serbian language in Hungarian Translator's House in Balatonfüred, field trips and excursions to places of importance for the Hungarian culture, e. g. the birth house of one of the most established Hungarian writers from Vojvodina, Nándor Gion in Srbobran. There are also even less formal education and daily activities, e. g. visiting and participating in cultural events organized by the Department of Hungarian Studies at the Faculty of Philology, the Collegium Hungaricum in Belgrade, cultural centers, libraries etc.

2. Corpus

All competencies, both in undergraduate and MA studies, can be developed in the classroom: (1) using language textbooks and materials that accompany them or build onto them, which sometimes but not necessarily always, contain some literary texts; (2) using original texts, in which case the teacher can be more creative than the author of the syllabus, since he/she chooses the topics, the texts to be read and translated, the accompanying grammar and lexical exercises. The method which has been used so far at the Department of Hungarian Studies at the Faculty of Philology, is a combination of the textbook, on which the language class (Contemporary Hungarian Language Special course 1-3) is based and literary texts that build onto the topic covered in a given lesson. In this case, such method is facilitated by the fact that the same professor teaches the literary translation as well, but that is not always necessary.

The backbone of this research is the analysis of didactic material, textbooks for learning the Hungarian language at higher levels of learning, above the threshold level of the common European reference framework. Since there is much less interest in learning the Hungarian language at levels B2 and above, there is proportionally less didactic material at levels below the threshold level B2 of CEFR. By analyzing the didactic material during the selection of textbooks for the Contemporary Hungarian Language Special course, it was determined that the following textbooks are currently available at the B2 level and above:

1. *Miről van szó? Szókincsfejlesztő feladatgyüjtemény haladóknak*. Written by Tímea Baumann. University of Pécs, 2nd edition 2018.
2. *Variációk négy témára. Szókincsfejlesztő feladatgyüjtemény haladóknak*. Written by Ágnes Walsch Mester and Renáta Kovács. University of Pécs, 2nd edition 2018.
3. *Variációk újabb négy témára. Szókincsfejlesztő feladatgyüjtemény haladóknak*. Written by Ágnes Walsch Mester and Renáta Kovács. University of Pécs, 2018.
4. *Hungarolingua 3. Magyar nyelvkönyv haladóknak*. Written by Edit Hlavacska, István Hoffmann, Tibor Laczkó and Sándor Maticsák. Debreceni Nyári Egyetem, 1999.
   + Hungarolingua 3. Nyelvtani munkafüzet. Written by Edit Hlavacska and Zsuzsa Laczkó. Debreceni Nyári Egyetem, 2000.
5. *Fordítási példatár*. Written by András Zopus. Bucharest University Press, 2023.
6. *Magyar mozaik 4. Nyelvkönyv + munkafüzet*. Written by Rita Hegedűs, Beatrix Oszkó. Akadémiai Kiadó, 2005.
7. *1 szó mint 100*. Magyar-angol tematikus szókincstár. Written by Katalin Pelcz, Szilvia Szita. Akadémiai Kiadó, 2011.[1]
8. *Jó szórakozást magyarul. Olvasókönyv magyarul tanulóknak*. Written by Gabriella Kiss, Ilona Molnár. Molilla Könyv, 2009.

The textbooks are selected using these criteria:

1. the topics they cover: containing over 40 different topics;
2. Hungarian language proficiency level: in some cases, the language proficiency level is linked with the CEFR;

1 At the end of the book, it provides an overview of the topics that appear in the ECL and Origo exams for internationally recognized certificates for the knowledge of the Hungarian language.

3. the number of language classes per week and per semester: 90 minutes twice a week, the duraton of the semester 8–11 weeks;

After a detailed analysis of the textbooks based on these criteria, 3 textbooks published by the International Studies Centre at the University of Pécs were chosen. All three textbooks are said to be vocabulary development worksheets for advanced learners.

For the first semester at the MA in Translation Studies at the Faculty of Philology, the *Miről van szó?* /What is it about?/ textbook written by Tímea Baumann is being used. In the introduction, the author says that it can be used in preparation for the CEFR B2 level exams of the Hungarian language. The textbook covers 4 topics: the weather, environmental protection, transportation and finance. The first topic *Ess, eső, ess!* (eng. Rain, rain, rain!) consists of two lessons: the weather forecast and a story about an extremely cold winter in Hungarian history. The lesson about the weather forecast *Előrejelzés vagy időjóslás?* (eng. Forecast or weather prediction?) covers not only the contemporary standard Hungarian language used in describing and predicting the weather conditions, but also the folk expresions and beliefs. The text about the extremely cold Hungarian winter of 1986/1987 *Ismeretek Magyarországról: Az 1986/1987- es „mesetél"* (eng. Knowledge of Hungary: The 1986/1987 „fairytale" winter) introduces the talk about extreme weather conditions and climate change. The second topic *Zöldülünk?* (eng. Are we going green?) consists of three lessons: the first one *Problémák és megoldási lehetőségek* (eng. Problems and possible solutions) presents several problems concerning environmental protection, and some possible solutions to the problems, enabling the teacher to open a lively discussion in the classroom; the second lesson *Az ökológiai lábnyom* (eng. Carbon footprint), which focuses on the carbon footprint, and the third *Ismeretek Magyarországról: Egy környezetvédelmi tüntetés története* (eng. Knowledge of Hungary: History of an environmental protest) bring a story about a protest organized against building an army camp on the Zengő hill in southern Hungary. In this topic the student learns not only the vocabulary of enviroment protection, but also about climate actions and public's opinion. The third topic *Útra fel!* (eng. Let's go on a trip!) further develops a theme that is often present in language learning textbooks: traveling and transportation. It consists of four lessons: the first *A városi és közlekedési problémák és megoldások* (eng. Urban and

transportation problems and solutions) discusses the traffic regulations, how the traffic signs are read in the Hungarian language, the problems in public traffic and possible green solutions to them. The second text *Az autó karbantartása* (eng. Car maintenance) provides the learners with the vocabulary of motor vehicles and everyday situations of car owners, like going to the mechanic and car insurance. The third text *Kritikus Tömeg (Critical Mass): egy kerékpáros felvonulás Magyarországon* (eng. The Critical Mass: a bicycle parade in Hungary) describes the wiłdely spread civil action of the Critical Mass and its history in Pécs. The last short text *Közlekedési hírek* (eng. Traffic news) introduces the most common frases used in the news about the traffic. The fourth topic *Ide a pénzt!* (eng. Give us the money!) introduces the vocabulary on finances and money in five subtopics. The first three: *Pénzváltás* (eng. Money exchange), *A bankkártya használata* (eng. Credit card use) and the *Szolgáltatások a bankban* (eng. Services in the bank) deal with basic vocabulary used in money exchange and banking. The fourth text *Ismeretek Magyarországról: A magyar pénznemek rövid története* (eng. Knowledge of Hungary: A short history of Hungarian currency) presents a short history of Hungarian money. In the last text *Híres ismeretek a pénzről* (eng. Famous quotations on money) the students can read 9 quotations about money, two of which are by Hungarians, a writer Frigyes Karinthy and a novelist, journalist and museologist Ferenc Móra, and the rest come from common knowledge, like the Bible, Vespasianus, Charles Dickens etc., which provides a good basis for discussing cultural differences.

For the second semester at the MA in Translation Studies at the Faculty of Philology, the *Variációk négy témára* /Variations on four topics/ textbook written by Ágnes Walsch Mester and Renáta Kovács is being used. In the introduction, the authors state that it requires a CEFR C1 level of the Hungarian language. The textbook covers 4 topics: cohabitation and relationships, working environement, travel, communication. The first topic *Együttélés. kapcsolatok!* (eng. Relationships, cohabitation) consists of three lessons on relationships and living together. The first lesson *Család és együttélési formák* (eng. Family and different forms of living together) is about different, contemporary and traditional forms of marriage and family. The second lesson is built upon a literary text, an excerpt from a novel *Mellettem elférsz* (eng. There's Room for You Beside Me) by a modern day writter Krisztián Grecsó. It has reading comprehension exercises, and

after having done them, the students have to translate the text as part of the final exam. The third text *Magyarország nemzetiségei* (eng. Nationalities in Hungary) provides information about the minorities living in Hungary. The second topic *A munka világa* (eng. The world of work) consists of three lessons about work, working environment, and carrier. The first one *Az első napok a munkahelyen – 13 + 1 tipp a túléléshéz* (eng. The first days at work - 13 + 1 survival tips) with 14 tips on behaving in the workplace, provides a good opening for discussion in the classroom. The second *A karrier és a nők – Készüljünk fel az állásinterjúra* (eng. Women and the carrier: Let's get ready for a job interview) and the third *A motivációs levés és a hivatalos levél* (eng. The letter of motivation and professional correspondence) provide the vocabulary, and some practical information for handling job interviews and business correspondence in the Hungarian language. The third topic *Utazás* (eng. Travel) further develops a theme of travel, vacation and transportation. The *Hurrá, nyaralunk!* (eng. Hurray, we are going on a summer vacation!) deals with different types of turists and travel destinations each type usually chooses. It contains a listening comprehension exercise including a famous evergreen song *A balatoni nyár* by a rock band KFT, through which a phenomenon of a summer vacation on lake Balaton is presented, and also an article about a concept of „staycation", a stay at home vacation. The second lesson in this topic *Budapest, szeretlek! Budapesten (álruhában) külföldi turistaként* (eng. Budapest, I love you! Walking around Budapest disguised like a foreign tourist) is about a Hungarian capital Budapest as a tourist attraction. The third lesson in this topic *A város és a városi közlekedés* (eng. The city and the public transportation) is about the problems in public traffic in cities and some possible green solutions, like the initiative *park&go*. The fourth topic *Kommunikáció* (eng. Communication) introduces an interesting subject, communication, building up on language use and sociolinguistic. The first lesson *Milyen angolt beszélünk?* (eng. What kind of English do we speak?) is about the different uses of the English language, as a most widely spread lingua franca in the modern world. The second *Nyelvjárások* (eng. Dialects) presents a less common subject of the Hungarian dialects, with an example of palóc dialect. The third lesson *A jó pap is holtig tanul* (eng. Even a good priest learns until he dies) gives an introduction to very specific and colourful words and frases, like twin-words (ikerszavak), fraseologisms, idioms, and onomatopoeic words.

For the third semester at the MA in Translation Studies at the Faculty of Philology, the *Variációk újabb négy témára* (eng. Variations on four other topics) textbook written by Ágnes Walsch Mester and Renáta Kovács is being used. In the introduction, the authors state that it requires a CEFR C1 level of Hungarian language. The textbook covers 4 topics: ethnography, knowledge about the country, cuisine, and current issues. The first topic *Néprajz* (eng. Ethnography) consists of three lessons on Hungarian ethnography and anthropology. In the first lesson *Egy kis magyar mitológia* (eng. A piece of Hungarian mythology) the student is introduced to the basic concepts of literary theory: literary types and genres, comparison with Hungarian and Serbian myths. The student is introduced to the most famous Hungarian myth: *Rege a csodaszarvasról* (eng. Legend of the miraculous deer). In the second lesson *Jeles napok* (eng. Important days) the student learns about the Hungarian folk calendar and folk beliefs associated with certain days and seasons. This lesson provides an opportunity to discuss similarities and differences between different nations, and also within members of the same nation living in different environments. That discussion can easily be deepened in the third lesson on wedding and marriage customs *Lakodalom van a mi utcánkban* (eng. A wedding in our street). The second topic *Országismeret* (eng. Knowledge about the country) consists of three lessons: *Magyarország hét csodája* (eng. Seven Wonders of Hungary)*, Nekem a Balaton a Riviéra* (eng. For me, Lake Balaton is the Riviera)*, A Magyar Nyelv Múzeuma* (eng. The Museum of Hungarian Language*)*. All three lessons present Hungary's tourism offer, but instead of simplified language and information accumulation on the tourist brochures, Hungarian attractions and tourist destinations are presented with the help of ethnographic data and historical facts, which can provide a deeper understanding of different tourist offers, as well as different types of tourists, enriching the student's vocabulary on tourism. The first text contains the following: *Magyarország hét csodája* (eng. Seven Wonders of Hungary), the importance of lake Balaton, the largest freshwater lake in Central Europe, for the Hungarians *Nekem a Balaton a Riviéra* (eng. For me, lake Balaton is the riviera)*,* as well as the specificity of the museum dedicated to the great language reformer Kazinczy Ferenc and the preservation of the Hungarian language *A Magyar Nyelv Múzeuma* (eng. The Museum of the Hungarian language). The third topic *Kulinária* (eng. Cooking) presents an always interesting

topic of gastronomy, which also entails numerous differences, but also similarities between different nations and cultures. The first lesson *Mit főzzek ma magamnak?* (eng. What should I cook today?) deals with the most famous Hungarian dishes, the second *Borok és borvidékek* (eng. Wines and wine regions) with wines and wine regions, and the third Cukraszremekek és következményeik The best pastry shefs) with world famous sweet Dobos torta and its inventor József Dobos. Everything seems familiar and is gradually introduced from the initial level of learning Hungarian as a foreign language, but is supplemented with new vocabulary and cultural-historical information. The fourth topic is entitled *Aktuális témák* (eng. Contemporary or current issues), which confirms how difficult the task of determining which areas will be included in the curriculum at higher levels of language learning is since they are closely related to modern life, to everyday life that is constantly changing. In this lesson, the authors' stamp is strongly felt, since the topics covered here are abstract concepts such as the concept of happiness *Mindenkinek van egy álma* (eng. Everyone has a dream), dreams and hopes Életbűvészek és konok magyarok (eng. Miracle workers and determined Hungarians), and also the truly current concept of crowdfunding and community financing in the lesson *A közösségi finanszírozás* (eng. Crowdfunding). In order to supplement the lack of topics, after the topic of money and finance, I inserted the lesson on administration from the textbook Hungarolingua 3, which deals with topics such as personal documents, issuing residence permits and acquiring citizenship, which since 2012[2] is a particularly current topic in the teaching of the Hungarian language as L2 in Serbia. Other mentioned textbooks can be used as an addition to the mentioned ones, in order to approach the topics in question in more detail, to practice what has been learned and to enrich the vocabulary of the participants. For the purposes of practicing translation from Hungarian to Serbian, the textbook *Fordítási példatár* (eng. Texts for translation practice) by András Zopus proved particularly useful. It is a collection of texts adapted for translation, classified into 11 topics with numerous subtopics, one part of them is written by the author himself and the other part are original texts from newspapers and books.

2 The National Assembly of Hungary approving the amendment of Act LV of 1993 on Hungarian citizenship and introduced a simplified naturalization procedure for those who had some ancestors born in the Austro-Hungarian Empire, and enabled them to apply for Hungarian citizenship.

3. Method

After analyzing and selecting textbooks for teaching Hungarian as a foreign language at level B2 and above, a cross-analysis was conducted with the PETRA reference framework. Since the PETRA framework does not prescribe how competencies should be developed, it serves only as a guide for curriculum development, as well as for self-evaluation by students and translators.

4. Results

As far as Literary-Cultural competences are concerned, after completing the BA studies in Hungarian Studies, the student should have developed a degree of translation competence even before the Master in Translation studies. As for the situation of source text competence, the student should be an early career professional and know the literary tradition of the source culture well. As for the situation of the target text competence, the student is an advanced learner, which is still developing the ability to situate a target text within the literary system of the target culture. It is the same situation with the competencies of understanding the culture-specific elements, i.e. the student can recognize culture-specific elements in a way relevant to translation, but has to learn how to deal with them. During the MA programme, the students have to develop their own intercultural and intertextual skills, since they can recognize the differences between the source and target culture, as well as the intertextual references, but cannot deal with them effectively on their own without help.

Cultural and literary competence of translation students can be developed by combining original literary texts on topics covered in the language textbook. The selection of literary texts gives the teacher an opportunity to express their creativity and to make the teaching process as efficient and fun as possible for the student. During the first two years of studying translation from and to the Hungarian language, the following literary texts were used: *Nagyon zöld könyv* (eng. A very green book) by Csilla Gévai a contemporary childrens' literature writer and illustrator on the subject of ecology and the carbon footprint; a poem *Ünnep* (eng.

Holiday) from Adventi kalendárium (eng. Advent calendar) by a poet Anna T. Szabó and a short story *Szimbólikus karácsony* (eng. Symbolic Christmas) by one of the most known Hungarian childrens' literature writer from the 20th century Éva Janikovszky on Christmas holidays; a blog *A húsvét ünnepéről* by Hilda Imre on the Easter holidays. As already mentioned, cultural competencies are also developed through informal education and extracurricular activities. Thus, the launch of a film club at the Collegium Hungaricum in Belgrade was an occasion to introduce the students with one of János Térey's versatile stories about such club held in Budapest.

The selection of literary works for practicing with translation students, leaves the teacher with a lot of room for creativity. Some of the works that could be included into this accredited MA programme in translation are: a book of short stories *Balaton* by contemporary author Noémi Kiss, and a very succesfull collection of short stories by János Lackfi *Milyenek a magyarok?*(eng. What are Hungarians like?) and *Milyenek még a magyarok?* (eng. What else are Hungarians like?) as well as *Magyarmesék* (eng. Hungarian stories) and *Boltosmesék* (eng. Shop stories) by Alíz Mosonyi. Both collections tend to describe the Hungarian identity and mentality in a funny way.

5. Discussion

This case study seeks to point out the importance of the development of competencies required for intercultural mediation and translation, and to potentially pave the way for unified research on the development of cultural competencies in foreign languages among native speakers of the Serbian language.

6. Conclusion

Qualitative analysis and empirical application in using didactic material used in teaching Hungarian to Serbian-speaking students in master's studies in translation at the Faculty of Philology showed that textbooks Miről van szó? by Tímea Baumann, Variációk négy témára and Variációk újabb négy témára by Ágnes Walsch Mester and Renáta

Kovács can be used to develop students' cultural competencies, and also shows the shortcomings of both the material itself and the syllabus. The advantages certainly include a wide range of topics that fall under general culture and Hungarian studies: history, geography, economics, ecology, linguistics, tourism, gastronomy, the business world, etc. The main drawback of the textbook, that I would like to point out, is the insufficient involvement in popular culture, which is extremely important for understanding the cultural milieu of speakers of a specific language. Also, the recommendation to the authors would be to create adequate online content along with the textbook, since the existing one has proven to be insufficient. I see the main disadvantage of the syllabus is the insufficient number of classes, two per week. I believe that it should be the same as in undergraduate studies, four per week, so that there would be enough time to absorb such extensive material and so that the teacher would have space to supplement the material with additional, preferably, multimedial, material.

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Sandra Buljanović Simonović

DEVELOPING CULTURAL COMPETENCES IN HUNGARIAN L2 WITH STUDENTS OF MASTER IN TRANSLATION STUDIES

Сажетак: Студија представља део истраживања спроведеног приликом акредитације мастер програма Превођење на Филолошком факултету Универзитета у Београду. Квалитативном истраживању наставног материјала из мађарског језика као страног, као и књижевног превођења мађарске књижевности на српски језик, уследило је двогодишње емпријско проучавање примене силабуса у настави са првом генерeацијом уписаних студената.

Кључне речи: израда курикулума, културне компетенције, мађарски језик као страни, књижевно превођење, оквир ПЕТРА-Е.