

6th International Conference for Theory and Practice in Education

International Connections

10-11 JUN 2013, KOMÁRNO
SLOVAKIA

PROGRAM
ABSTRACTS

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Komárno, Slovakia

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Budapest, Hungary

2013

Conference organized by

**International Research Institute, and
Association of Educational Sciences**

Edited by:

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6th International Conference for Theory and Practice in Education International Connections

Place:

Konferenčné centrum UJS – Selye János University,
Hradná 2,
Komárno – Slovakia

Conference Program (10 June 2013):

9.00 – 10.00: Registration

10.00 – 10.15: Opening the Conference

Judit TORGYIK, vice-president,
Association of Educational Sciences

10.15 – 11.00

Keynote Session

Ildikó TWEREFU-CSAJBÓK: The Educational System in Ghana

Room No. I.

Cultural Day (11 June 2013)

Scientific Committee:

- BANKÓ, Marietta (Budapest Business School, Budapest, Hungary)
BIKICS, Gabriella (University of Miskolc, Miskolc, Hungary)
BLANDUL, Valentin Cosmin (University of Oradea, Oradea, Romania)
BRADEA, Adela (University of Oradea, Oradea, Romania)
CSAJBOK-TWEREFU, Ildikó (University of Ghana, Legon, Accra, Ghana)
FARKAS, Károly (Óbuda University, Budapest, Hungary)
FEKETE, Andrea (University of Kaposvár, Kaposvár, Hungary)
GEORGIEVA KOSTOVA, Elisaveta (Universidad Complutense de Madrid, Madrid, Spain)
GRABOVAC, Beáta (Teachers' Training Faculty in Hungarian, Subotica, Serbia)
KARLOVITZ, János Tibor (University of Miskolc, Miskolc, Hungary)
KEGYES, Erika (University of Miskolc, Miskolc, Hungary)
KESZTHELYI, András (Óbuda University, Budapest, Hungary)
KOVÁCS, Balázs (Eötvös Loránd University, Budapest, Hungary)
KOZHUHAROVA, Penka Petkova (Konstantin Preslavsky University of Shumen, Shumen, Bulgaria)
LEHENOVÁ, Andrea (National Institute of Certified Educational Measurement- Bratislava, Slovakia)
MOHÁCSI, Márta (Nyíregyháza College, Nyíregyháza, Hungary)
NIKOLAEVA, Silvia (Sofia University, Sofia, Bulgaria)
PAVLOVIC, Slavica (University of Mostar, Mostar, Bosnia and Herzegovina)
REHO, Anna (Eastern European Slavic University, Uzhhorod, Ukraine)
TOMPA, Tamás (University of Miskolc, Miskolc, Hungary)
TORGYIK, Judit (Kodolányi János College, Székesfehérvár, Hungary)

10 June 2013

11.00 – 12.30

Presentations in Sessions

Session No. 1. Room No. I. <i>Students</i>	<i>Chair:</i> <i>Ildikó TWEREFOU- CSAJBOK</i>	Ewelina CZUJKO: Toward action and practice at secondary schools and universities
		Zsófia Irén HORVÁTH & Andrea TAR: Graduate students' information regarding their career choice – The necessity of career guidance among graduate students
		Anikó HAZAG: Burn out among students
		Judit GOMBÁS: Personality traits of students of Budapest Business School before and after the economic crisis
		Ioana CIUCANU: Higher Education Financing Policies in CEE countries. The case of Romania, Hungary and Slovakia
Session No. 2. Room No. II. <i>Texts, Languages</i>	<i>Chair:</i> <i>Béla MOLNÁR</i>	Csilla SÁRDI: The usefulness of a BA in English Studies programme: Students' perceptions
		Zoltán NAGY: Language attitudes of students majoring in teacher training
		Zsolt FÜLÖP: Mathematics in Language
		Natália BORZA: Lexical analysis of biology texts. A corpus-based case study
		Judit KECSKÉS & Édua ROSTÁS: Step Together IV. Developing Migrant Children's Linguistic and Cultural Competencies in a School Environment
Session No. 3. Room No. III. <i>Aktuelle Themen</i>	<i>Chair:</i> <i>Judit TORGYIK</i>	Vilja ARATÓ: Inwiefern sind Kindermuseen mehr als klassische Museen – Die Perspektiven des Kindermuseums in Ungarn
		György KÓNYA: Effektivitätsmessung in der Mittelschule vom Projekt „Unsere Umwelt im 21. Jahrhundert“
		Kálmán SÁNTHA: Neue Aspekte der qualitativen Fotointerpretation
		Eszter GOMBOS: Bildungsstand der zukünftigen Lehrpersonen
		Éva PAPP: Wie geht es weiter „Pálfi TISZK“?

12.30 – 13.30

Lunch Break

10 June 2013

13.30 – 16.00

Presentations in Sessions

Session No. 4. Room No. I. <i>Methodology</i>	<i>Chair:</i> <i>András KESZTHELYI</i>	Monika KECSKÉS: Music and it's Education in Franciscan Monastery of Pest in the 18th Century
		Zsuzsa BUZÁS: Testing music-reading ability on the base of Kodály conception
		Tamás ALTORJAY: Experience of flow during singing
		Slavica PAVLOVIĆ: Secondary school students' attitudes towards book culture
		Mária FÜZNÉ KÓSZÓ: Projects on Environmental Education as Means and Methods to Develop Abilities Used in Training of Lower Primary Teachers
		Paweł ZIELIŃSKI: The Studies on Relaxation in Polish Pedagogy
Session No. 5. Room No. II. <i>Teachers and Other Adults</i>	<i>Chair:</i> <i>Kornélia LAZÁNYI</i>	Ilona SZÓRÓ: Adult learning and education in the reading and farmers circles in the 1940s
		Béla MOLNÁR: Memories of retired primary school teachers about their studies
		Katalin KISSNÉ GOMBOS: Review of charismatic teacher's personality. Focus group testing
		Ildikó LAKI: The participation of people living with disabilities in adult education in Hungary
		Kornélia LAZÁNYI: Entrepreneurship education in tertiary education
		Mária BAJNER: Education going online. Boom or bust?
Session No. 6. Room No. III. <i>Sprache und Kompetenzen</i>	<i>Chair:</i> <i>Judit TORGYIK</i>	Judit LANGER-BUCHWALD & György MUIY: Sprachlehrerkompetenzen und Fachsprachunterricht in der Erwachsenenbildung
		Krisztina SEBESTYÉN: Tangram aktuell oder deutsch.com? Ein Vergleich
		Katalin SOTKÓ: Frauen und Männer in den Lehrbüchern
		Noémi VÍZI: Grammatikunterricht – spielerisch
		Franciska HANKÓ: Intertextualität – Zugang zur Interpretation von Liedtexten im Fremdsprachenunterricht
		Erzsébet Mária JÁRMAI: « Milieu authentique » comme critère de l'harmonie entre les émotions et les cognitions dans l'apprentissage

16.00 – 16.15

Coffee Break

10 June 2013

16.15 – 17.45

Presentations in Session

Session No. 7. Room No. II. <i>Children</i>	<i>Chair:</i> <i>András KESZTHELYI</i>	Milán MOLNÁR: Early childhood science education
		Marietta KÉKES-SZABÓ: Object play of children with autism spectrum disorder and typical development
		Anita LELE: The Social Representation of Health and Illness. Pilot Study
		Ivana BANKOVIĆ: Children as <i>Beings</i> and <i>Becomings</i>
		Judit Nóra KOCSIS: Regional differences in the light of the last PIRLS, TIMSS, PISA and the competency assessments in Hungary
		András KESZTHELYI: Passwords – what you need and must not do

Abstracts

Experience of flow during singing

Tamás ALTORJAY

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In my investigation with the help of a questionnaire, I collected information about flow experiences in singing. What is flow during singing? The unhindered inhalation the unbound resonance, and stream of the voice. Singing music with empathise. Identity the figure, shaped on the stage. Intuition flush lived through during performance. Inspire collaboration among colleagues. The first two experiences have technical origin, the other have performer origin. Both groups of experiences are necessary for beneficial influence the audience. The experience of flow makes the singer free, happy, and the audience will feel it immediately. In my investigation 23 participants took place. 11 females, and 12 males. All of them have performer experiences. They belong to different age groups and represent every voice category in the population usual proportion. 9 sopranos, 2 mezzos, 3 tenors, 7 baritones and 2 basses filled the questionnaire up. There reports about their experiences give for the professional singer education, useful aid. I found differences: in the direction of the air during inhalation, the position of the larynx, where to feel the voice resonance, the conception of the so called “support”, in threshold circumstances for identified performances, in music taste, in expectations from accompanist, conductor, partners, stage manager. The result saws that the personal differences are great, wide, and for result-full education, collaboration with singers must be deeply take into account.

Inwiefern sind Kindermuseen mehr als klassische Museen – Die Perspektiven des Kindermuseums in Ungarn

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In meinem Vortrag möchte ich einem in Ungarn - aber in Allgemein in Ost-Europa - noch wenig bekannter Institutstyp, das Kindermuseum und deren Perspektiven in Ungarn vorstellen.

Nach einer kurzen Zusammenfassung der Geschichte und den grundlegenden Prinzipien des Kindermuseums verläute ich die verschiedenen gesellschaftliche und pädagogische Funktionen des Museumstyps mit besonderem Akzent auf deren Rolle in lifelong learning.

Als Anschaulichung stelle ich das gute Beispiel, „good practice“ von dem Wiener ZOOM Kindermuseum, eine herausragend erfolgreiche Institut aus dem Ost-Europäischen Raum und die da angewendeten innovativen museumspädagogischen Methoden vor.

In weiteren gebe ich – anhand meiner bereits durchgeführten Forschung - einen knappen Überblick über den ungarischen Instituten, die an einem, zu dem Konzept der Kindermuseums ähnlicher Idee basieren. In diesen Fällen stelle ich die folgenden Fragen im Fokus der Forschung:

- Welche Ziele haben sich die einzelnen Institute gesetzt?
- Welche museumspädagogischen Methoden benutzen die ungarischen Institute?
- Wieweit geschieht in dem Institut das für dem Kindermuseum maßgebliche interdisziplinäres Lernen?
- Wieweit und in welcher Form besteht eine Zusammenarbeit zwischen Schulen und den Instituten?

Nach der kurzen Vorstellung der ungarischen Lage vergleiche ich die untersuchten Institute mit dem Grundkonzept des Kindermuseums und stelle fest welche Unterschiede zwischen den erwähnten Instituten und einem „idealen“, der Definition völlig entsprechendem Kindermuseum sind.

Als Teil meiner Untersuchung stelle ich die Ergebnisse meiner Umfrage über die schulische Verwendbarkeit des Kindermuseumsbesuchs vor.

Abschließen analysiere ich mit Hilfe der SWOT-Analyse welche Stärken, Schwächen, Möglichkeiten, Gefahren und daraus folgend was für Perspektiven eines eventuell in der Zukunft zustande kommenden ungarischen Kindermuseums haben würde.

Die zwei grundsätzlichen Hypothesen meines Referats sind, erstens, dass die Kindermuseen gegenüber innovative, interaktive Methoden besonders offen sind, zweitens, dass die erwähnten Institute die schulische Kompetenzentwicklung durch ihre Zusammenarbeit mit Schulen in einer informellen Art und Weise helfen.

Education going online. Boom or bust?

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The paper – based on the results of domestic and international qualitative surveys - focuses on the higher education institutions which found themselves in a disadvantageous position due to the economic depression. They are viewed as global market players experiencing unexpected hardship and making preparations for survival, hoping that each crisis will come to an end one day. Besides, the paper intends to introduce the other (back stage) players, the businesses and investors connected with and built upon information technology, who intend to transfer the traditional "brick and mortar" campuses into one global web-class, and referring to this as "The Internet Moment." Since 2002 the majority of North-American institutions have opened "free online courses" gradually adding more and more fresh classes and professors to their course-lists. Education is under revolution, where everything, including content is inferior to innovative potential. The paper gives examples of cooperation and business partnership between education and IT companies as well as old-new marketing means, webinars and virtual classrooms with "Hollywood effects." The collision of the traditional academic environment with the new technology is highlighted together with the possibilities and challenges the educational businesses who want to dominate the global market will have to face.

Children as *Beings* and *Becomings*

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A central part of recent debates in the sociology of childhood has been the division between children as *becomings* and children as *beings*. Both positions have been well argued and have had significant impact on everyday teachers' practice, but still they present diametrically opposite attitudes towards the concept of a child and his/her development. In former view, children are seen as subjects largely without subjectivity and individuality, as a 'set of potentials' or a 'project in making' which are to develop into adults (*beings*) or, in other words, that children are in the state of 'not yet being'. The new perspectives on the concept of children regard children as *beings*. In this view children are seen as active human beings, who take part in everyday life which is more than just preparation for the future. A child is seen as a social actor and should be understood in its own right and not by assumed shortfall of competence, reason or significance. There is a growing need for a model that can bring these different positions together and make them integrated, interdependent and necessary components of the same field instead of being competitive, in order to better understand the concept of a child and to increase his/her agency in the contemporary world. This paper will examine concepts of children as *beings* and children as *becomings* and argue for the importance of connecting these two concepts, so that they should not be considered as opposed but rather integrated and complementary. Although they are well-supported, neither *being* nor *becoming* discourse on their own provide adequate viewpoint for understanding of children and childhood in the society they live in. Both aspects are interrelated in children's lives. Furthermore, both views on children and childhood have shortcomings which could be overcome by complementing one with the other.

Lexical analysis of biology texts. A corpus-based case study

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The purpose of the present quantitative research is to investigate whether academic texts written for secondary school students are more complex to process than general English texts due to their special lexical characteristics. It has been suggested that informational, academic registers are more difficult to comprehend than informal, everyday language use (Kormos & Csölle, 2004); however, little attention has been dedicated to examining the extent to which scientific texts, biology in particular, are more difficult in this respect than general English texts. This pedagogically motivated case study seeks to address the above lacuna by comparing and contrasting lexical features of the register of biology texts in order to draw implications for teachers of English as a second language instructing at bilingual secondary schools. The corpus under investigation was selected to be representative of what 10th grade students, who find studying academic core subjects in English greatly challenging, are expected to read in the first term of their biology studies at a bilingual secondary school in Budapest, Hungary. The corpus of biology texts was compared to a reference corpus comprising general English texts at B2 level which the same group of students processed the previous term within the frame of their English language preparatory year. The reason behind choosing such a reference corpus was to be able to gain pedagogical insights for English teachers preparing bilingual students for their academic studies in English. The investigation collected data that reveal the difficulty of comprehension of the texts, which was computed by using readability index software expressing complexity of the texts in grade levels. While lexical density of the corpus was computed by applying part-of-speech tagging software designed and developed by UCREL at Lancaster University. The results show that the academic register of biology texts written for secondary school students require fewer number of years of formal education than that of general English texts at B2 level; furthermore, the two registers do not show significant differences in lexical density. The findings of the study are hoped to be of assistance to general English teachers preparing bilingual secondary school students for their academic studies in English.

Testing music-reading ability on the base of Kodály conception

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In my pilot study I am dealing with the music-reading ability of singer students who are studying at Kodály School, in Kecskemét. I would like to explore the characteristics of the expert music-reading strategy users and the different possibilities for teaching of music-reading. I would like also examine whether sight-reading is an acquired skill and analyze the individual differences in sight-reading performance.

In different domains of expertise (including music), there is a close relationship between the level of performance individuals have attained and the amount of practice time they have accumulated during training in the domain. Waters, Townsend, and Underwood (1998) used a set of six predictors to show that sight-reading achievement can be explained by three component skills: pattern recognition in musical score elements, prediction skills, and the ability to use auditory representation (i.e. inner hearing). From Sloboda's (1974) early studies on the importance of eye-voice span we know that the ability to read ahead while singing unrehearsed music is a condition for successful sight-reading.

Eye-tracking analysis has become nowadays a popular tool in methodological researches. Eye movement in music reading – the scanning of a musical score by a musician's eyes – is a very complex phenomenon that involves a number of unresolved issues in music psychology and requires intricate experimental conditions to produce meaningful data.

I conducted my research at Teacher Training College in Kecskemét, where eye movements data during singing was measured by an eye tracking system. The music-reading materials were all Zoltán Kodály's compositions, whose conception forms the basis of the Hungarian music education.

The results of latest researches suggested that skill level of performers, difficulty of music pieces and knowledge for music pieces were crucial factors which influenced the preview time, as well.

Higher Education Financing Policies in CEE countries. The case of Romania, Hungary and Slovakia

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In his article on Karl Jasper's "Renewal of the University", Jürgen Habermas (1987) tackles the phenomenon of higher education expansion after World War II which has led Parsons to speak of an "educational revolution" that has influenced and changed both the nature and the structure of worldwide higher education systems. Furthermore, the OECD publication of "Universities under Scrutiny" (1987) was among the first official statement signalling the changing role of higher education in the context of a post-industrial society by addressing policy proposals which deal with issues such as productivity, efficiency and accountability.

In this light, the main aim of my study is to further current public and academic debates on governance reforms undertaken in European tertiary education systems, with a specific research focus on financing policies by assessing the degree of policy change in terms of principles, regulations and outcomes in three European countries, Romania, Hungary and Slovakia and analyze to what extent there is a general converging model in financing higher education institutions across the sample case studies.

The central assumption my arguments rest on sustains that all four countries under investigation have pursued higher education funding reforms in line with the main European trends but that the incentives for change played out different on national level.

The comparative study reveals that in the time span (2000-2012) under analysis changes have occurred within the higher education policy-making process in all three countries, especially after 2011 in both Romania and Hungary. In all three countries, major changes in funding higher education can be depicted from mid 1990's when new funding schemes based on formula were being designed and implemented as to enhance more transparency and efficiency within the mechanisms of allocating public funds for HEIs. In this sense, a converging model can be traced in these countries pertaining not only to CEE region, but following a worldwide commonly trend for financing the higher education sector, that is the formula funding model.

Although common path in higher education funding reforms can be traced in all these countries, differences lie within policy processes of formulation and implementation where internal political and socio-economic factors play an important role. In this sense, policy recommendations entail implementing an evidence-based policy-making model in financing HEIs focused on transnational/international policy learning environment based on communication and policy borrowing as key strategies.

PhD candidate – beneficiary of the „Doctoral Scholarships for a Sustainable Society” project , project co-financed by the European Union through the European Social Fund, Sectoral Operational Programme Human Resources and Development 2007-2013

Toward action and practice at secondary schools and universities

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We are observing an alarming trend that has been emerging in the past few years in Europe. First, there are less students fighting for their place at universities. It, however, results in less challenging competition among students. In addition, more and more students are distracted from studies seeking some work experience. Consequently, academic education lose its meaning for young people in comparison to work experience. Moreover, students tend to neglect their studies devoting this time to do some work because they believe their future employer would value this more. Additionally, the crisis or slowdown in the global economy have sustainably influenced the job market. The purpose of this paper is to gather reasons for introduction of School-to-Work initiative combined with action learning methodology and to present the already undertaken action in the United States with its causes, goals, and effects. Here are reasons why such initiative, as taken place in the United States, would be necessary.

First of all, employers usually seek experienced workers and not only if they look for experts. Job advertisements are filled with requirements starting with two - three years in the field. So, what are the chances for graduates with little or no experience to find a job in the field they would like to work in? Unfortunately, the chances are little and this is worrying because well-educated people for the position are normally less valued than those with more experience and with no diploma or even studies. Consequently, universities are accused to provide knowledge which is often believed to be impossible to apply in practice or unnecessary on the market.

Second of all, young people weigh up an effort to get an academic degree with experience they might get in the period of the studies because employers tend to value more work experience than academic education. The splendor with acceptance to universities, the studies themselves combined with self-development, as well as earning a degree are diminishing in terms of value year by year. Students, now, face the decision whether to follow the trend and work part-time or even full-time during the studies, so they have the necessary experience when they finish universities. But, in the same time, they neglect some of the courses or learn minimum in order to reconcile studies with work. This disengagement from school is threatening the meaning of university and competitiveness among students. Yet, there are still students that focus on studies and at the end of their studies they are afraid that little practical training they did at the period of studies are not good enough these days and they do not have the necessary experience the employers usually require.

It is common that well-educated young people with little or no work experience are normally offered low-wage job that makes it impossible to support themselves with such money. It is just because they do not have enough experience. Obviously, they have this dilemma if they are lucky to find work in the desirable field.

Mathematics in Language

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Within this paper, we are focusing on the relationships between Language and Mathematics. Both Language and Mathematics are special expressions of human thinking. Language is wider and richer, Mathematics is narrow but more precise. Considering a statement we set up the problem of its precise negation. In general we get various variants of answers, but Mathematics accepts only one precise answer. The main objective of this study is to analyse three statements and their negations with the tools of mathematics, operations between judgements, such as conjunction, implication, etc. More precisely, we attempt to highlight the students' way of thinking related to the problem of negation. A sample of 143 primary school and high school students participated in the study. The test-paper contained three statements and the students had to choose the perfect negation of the statement from six versions of answer. We have to mention that only one is considered the proper answer, if we argue with the tools of Mathematics. The aim of the research was to survey, whether the students' thinking match the methods of Mathematics, or they use their knowledge and abilities related to Language. The results indicate that the students face difficulties in the application of the methods of Mathematics, they mainly tried to find the perfect negation using their Language and Grammar knowledge. Our suggestion is that it is necessary to improve the students' logical thinking and their inclination to manipulate the rigorous rules of the Mathematics.

Projects on Environmental Education as Means and Methods to Develop Abilities Used in Training of Lower Primary Teachers

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In our institute the training of lower primary teachers consists of two levels. The first level covers the basic education of lower primary teacher major, during which students may obtain general, scientifically based training in all areas of sciences. From the second year on, in parallel with the basic BA education the second level enters with a specialisation in one of the main sciences whose terms and pedagogy are offered to students in various courses. The basic education of lower primary teachers prepares students to teach in the first four classes of primary schools, and to teach the subject they have specialized in the first six classes of primary schools. This form of education is also beneficial for primary school pupils as their teacher follows them till the sixth class in the specialised subject, thus the transition between the education with only one teacher in the lower classes and the education with many teachers in upper classes does not cause a serious change.

On both levels of the training of lower primary teachers there are courses where comprehensive projects on environmental education are prepared and piloted by students. The objective of this study is to analyse the studies in pedagogy of projects made by students opting for the science of nature studies. In the course of pedagogy of nature studies, during the sixth semester they elaborate and pilot projects on environmental education which can primarily be realised outdoors in the nature.

Four projects on environmental education have been compiled by 12 students of the course:

1. BEAGLE
2. Bird-friendly schoolyard
3. Water
4. Air

The first one of these four projects is financed by the European Union and the author of this study (Fűzné) also participated in its elaboration. The aim of this project is to improve the knowledge of both teachers and students about biodiversity and sustainable development by providing electronic and printed educational materials and tools used in education of biodiversity taught outdoors. The lower primary school student-teachers had an opportunity to get to know and try the BEAGLE project in the form of out-of-school education. Having tried a given complete project, which is for outdoor education, they compiled and tried three other projects (Bird-friendly schoolyard, Water, Air) in groups of four.

At the beginning of the course in pedagogy of nature studies, I used half-structured interviews to assess the pre-knowledge of students about their acquaintance and experience with projects and organisational skills for outdoor education. After the elaboration and realisation of the projects I also used half-structured interviews to assess what abilities of students to what extent had been improved by the complete environmental projects compiled and tested in group work. This study also analyses its experience, achievements and conclusions.

Personality traits of students of Budapest Business School before and after the economic crisis

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The economic and social transformations of the recent years may have altered the attitudes of the young adults. We started out from the assumption that instability and downward social mobility triggered by the economic depression since 2008 have affected the personality organisation, the subjective satisfaction and well-being of this age group.

Two surveys were carried out before and after the onset of the depression, in 2005 and 2012, among the students of Budapest Business School (BBS) to confirm our hypothesis (2005: N=133; 2012: N=83). The five factor-scale of NEOPI-R (Neuroticism, Extraversion, Openness to Experience, Agreeableness and Conscientiousness) was used to map the personality structure of students.

The evaluation of the NEOPI-R revealed on both occasions that our students can be characterized with higher scores of Extraversion, Openness, Agreeableness and Conscientiousness than the average of the population. This can be explained by their young age or by the profile of BBS, as its programs attract students with a constellation of these personality traits. Compared to the findings of 2005, the survey of 2012 yielded that students are less conformist, but more open to new information: they achieved significantly lower scores on “openness to values”, but higher scores on the “openness to ideas” facet scale. It means that in 2012 the personality organisation and the attitudes of BBS students were more liable to be affected by potentially accessible high-quality new information than traditions.

The results also suggest that youngsters are immune to the anxieties of the adult world, as the “Neuroticism” values were relatively low in both surveys. Moreover, in 2012 the “positive emotions” subscale of “Extraversion” got significantly higher scores than in 2005. It indicates that the level of subjective well-being of the students increased in the years of the crisis. It is also interesting to notice that, although the level of “Conscientiousness” decreased in the 2012 sample, “Conscientiousness” and “Neuroticism” had a significant negative correlation in both years. The more our students work and achieve, the healthier they are psychologically.

These surveys led us to the conclusion that, despite the obvious existential difficulties, the psychic state and the putative coping potentials of our students are more positive than we expected.

Bildungsstand der zukünftigen Lehrpersonen

Eszter GOMBOS

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Heutzutage wird der Bildungsstand der Studierenden an den Universtäten oft diskutiert. Als Ausbildungslehrerin und Mentorin habe auch ich seit vielen Jahren Erfahrungen mit Referendaren und Referendarinnen. Jetzt befasse ich mich mit dem Stand der sprachlichen Kompetenzen der zukünftigen LehrerInnen laut einer Vermessung unter den Germanistikstudenten an der Universität Debrecen. Mein Ziel ist zu untersuchen, wie gut die zukünftigen Lehrpersonen die deutsche Sprache beherrschen, und wie zuverlässig ihre Kenntnisse sind, und was für Konsequenzen sich daraus ergeben.

Getestet wurden 15 Studentinnen auf der Niveaustufe B2 (schriftliche Prüfung). Dementsprechend wurden die Kenntnisse der Kandidatinnen in zwei Bereichen, nämlich in organisatorischem und praktischem Wissen fertigkeitübergreifend verlangt und getestet.

Die drei Fähigkeiten des schriftlichen Teils werden einzeln bewertet. In jedem Teil werden die Prüfungsbeschreibungen mit dem Schwerpunkt Prüfungsziel beschrieben. Gefolgt wird diese von den Ergebnissen der einzelnen Aufgaben in dem gegebenen Kompetenzbereich und einer Erörterung der Problemfälle.

Nur der schriftliche Ausdruck ist anders strukturiert. In dieser Aufgabe müssen die Kandidatinnen einen Leserbrief nach Vorgabe schreiben. Es geht hier um relativ freie Formulierung der Meinungen (halboffene Aufgabe). Deshalb werde ich die Leserbriefe nach bestimmten selbst erstellten Kriterien vergleichen, wofür als Grundlage die Bewertungskriterien des Goethe-Instituts für den schriftlichen Ausdruck dienen. Die Fehlertypologie wird aus praxisbezogener Sicht erläutert.

Zum Schluss wird die ganze Problematik in den Unterrichtsverlauf eingebettet, da das Bildungsniveau der Lernenden im Wesentlichen davon abhängt, wie die Lehrer sind. Die Ausbildung der Lehrer ist als entscheidendes Glied in der Bildungskette ernst zu nehmen. Es genügt nicht einen stark kritischen Ton anzuschlagen, sondern man muss versuchen, Wege zur Verbesserungen anzuzeigen.

Intertextualität – Zugang zur Interpretation von Liedtexten im Fremdsprachenunterricht

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In meinem Vortrag möchte ich eine im Fremdsprachenunterricht noch nicht so etablierte Zugangsform zu den Interpretationsmöglichkeiten der deutschen Musiklyrik vorstellen. Dabei geht es einerseits um die Intertextualität als sprachliche und literarische Ausdrucksform, andererseits aber auch um die Anwendungsmöglichkeiten im Unterricht mit Kindern und Erwachsenen. Diese Methode der Textanalyse kann dabei helfen, dass Texte bewusster interpretiert werden und einen methodischen und pädagogischen Mehrwert hat, der ermöglicht, dass Lernende sich besser mit ihrer Aufgabe im Sprachunterricht identifizieren und dadurch nicht nur zu sprachlichen Kenntnissen kommen können, sondern auch einen neuen kulturellen Blickwinkel zu ihrer gewählten Fremdsprache gewinnen. Als Beispiel werden in meinem Vortrag zwei Unterrichtsmethoden vorgestellt, wie man in verschiedenen Altersgruppen mit Texten, die sich durch Intertextualität auszeichnen, arbeiten kann, um den Schülern bestimmte sprachliche Fertigkeiten und Sachverhalte einfacher und verständlicher näher zu bringen. Dies erhöht die Motivation beim Fremdsprachenlernen erheblich.

Burn out among students

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Several foreign study deals about measuring psychological status of university students and identifying the vulnerable factors. Recently more and more study pays attention to the protection of the mental health of university students during their medical university years in order to eliminate psychological disorders, which help them to preserve or to improve their life quality or to perform their work more effectively. Symptoms of psychological disorders occurs more and more often among graduates, who start their work with big enthusiasm and with big plans, yet they become quickly exhausted and depressed. These symptoms could be signs of the later developed burn-out syndrome, which without a proper intervention causes serious psychiatric illnesses (depression for example).

Aim. Measuring the student burn-out (Maslach Burnout Inventory Student Version (MBI-SS) the occurrence, prevalence, and analysis of its psychological and social reasons and characteristics.

Hypothesis:

1. Among university students, the higher years he attend, he more vulnerable for burn-out.
2. Burn-out and empathy relates to each other, the student feel more empathy, he more vulnerable for burn-out.
3. The susceptibility of burn-out and the vulnerability for psychiatric illnesses relates each other.

Methods. Cross-sectional examination with self-filling survey among 191 medical students.

Results. Burnout different in each years, the level of burnout increases at the third year and at the end of the university the numbers are decreases, even less student show burnout, as the first year students! In the opposite, empathy increases much slower at the lower years, and finally increases to the time of getting diploma.

Consequences. Our examination with medical students we get the following relations about the burnout during university years

- burn-out level different in each years, mostly typical for the third years student, less likely among fifth years,
- slightly opposite relation exist between empathy, which increases gradually at higher years

Our results show, that the susceptibility for burn-out relates the occurrence of psychiatric disorders.

Graduate students' information regarding their career choice – The necessity of career guidance among graduate students

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The relevance and necessity of vocational guidance consists in the help given in the process of decision-making, considering the optimal occupational choice. Self-knowledge, vocational knowledge, training and labour-market orientation are the dimensions that define the choice of career. The importance of our research is to find answers how to ease students' choice of career.

Our research was oriented towards 12th grade Hungarian and Romanian students from Mureş County, Romania. Altogether 228 students, from five different high schools took part in the research. We used a questionnaire in the process of collecting data.

We assumed that many information of great importance are not at the disposal of the examined students, which is why in the present paper we are searching for answers to the following questions: are students, facing high school graduation, able to make a vocational choice in conformity with their areas of interests; do they possess the necessary knowledge considering occupational fields, academic specialization, labour-market; do occupational stereotypes have a negative effect on their choice of career; does intervention help students with their career choices?

As a result of the research we discovered that only 29.7% of the students chose fields of specialization in conformity with their fields of interest. Eventhough 67% of the students said they already know their future occupation/profession, the results show that they don't have all the necessary information regarding their choices. 73% of the students are not aware of the academic specialization required for the chosen profession, which is not surprising given that 85% of the students don't know how or from where to collect the necessary information.

In the case of one class (16 students) a career and guidance-related intervention took place. As a result of this students widened their vocational knowledge.

«Milieu authentique» comme critère de l'harmonie entre les émotions et les cognitions dans l'apprentissage

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L'enseignement secondaire et le système de formation de l'enseignement supérieur devraient favoriser l'employabilité. Or, selon les études économiques de l'OCDE, le système scolaire ne prépare pas de façon adéquate les jeunes pour entrer dans le monde du travail.

En vertu des dernières découvertes psychologiques les plus récentes le monde phénoménal en pédagogie est aujourd'hui plus compréhensible, pénétrable et transformable en faveur des apprenants. Ayant découvert une liaison étroite et réciproque entre *les émotions et les cognitions*, c'est-à-dire *l'influence des facteurs affectifs* et sur l'efficacité de l'enseignement soit sur le développement de la personnalité, dorénavant, l'apprentissage ne peut pas être limité à l'acquisition des connaissances. La littérature spécialisée apporte des preuves empiriques à l'appui de la réalité qu'il n'est pas suffisant de développer les composantes cognitives de la personnalité mais il est indispensable de développer le côté affectif aussi, c'est-à-dire les compétences personnelles et sociales. Particulièrement en cas d'une matière où le savoir-faire est aussi important que dans l'apprentissage d'une langue étrangère.

Nous soulignons qu'il ne s'agit pas seulement du jeu en cours ou de la motivation, mais de tels effets émotionnels qui accompagnent la socialisation, favorisent la réflexion, aident l'acquisition du savoir, et surtout son utilisation, le savoir-faire etc. Pour pouvoir profiter de ces mécanismes psychologiques dans le domaine de pédagogie, les enseignants devraient les reconnaître, changer leur manière de voir, transformer leur travail méthodologique. Cet exposé présente quelques résultats des recherches concernant ces nouveaux défis touchés les écoles et surtout ceux dans l'enseignement des langues étrangères.

Step Together IV. Developing Migrant Children's Linguistic and Cultural Competencies in a School Environment

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Migrant children from third countries must enter schools by their age group and attend integrated classes in the Hungarian public education system, however textbooks are mainly designed for students, who speak Hungarian as their first language. The Step Together programme is created by the project team at the University of Miskolc. After mapping the problems and needs the project team developed a content and language integrated learning (CLIL)-based complementing Hungarian as a second language teaching tool.

The previous three projects focused on the topics of Hungarian Language and Literature, Mathematics, and Nature Sciences. The current project (Step Together IV.) is based on the school subjects of History and Hungarian Studies for 10 to 14 years old children. The main goal is to help children increase their key competencies, e.g.: L2 Hungarian language, communication and intercultural competencies, and integrate them in the mainstream classroom activities. The materials are compatible with the National Core Curriculum and the Framework Curricula. The exercises also fits to the A1, A2 and B1 levels of Common European Framework, because migrant children enter public education with different levels of language proficiency. Students normally acquire everyday Hungarian language quickly while they still have problems with academic language. These teaching aids allow them to acquire and use the terminology simultaneously with the subject topics. They are also able to use it as a language competency measurement.

This presentation focuses on the topics and teaching methods of the current project: what are the roles of historical and cultural knowledge in succesful integration, what are the challenges for textbook illustrations used in multicultural context and how can be used to improve intercultural competence. It also answers how can these materials prevent low academic performance, and boost chances of entering higher level of education.

Music and it's Education in Franciscan Monastery of Pest in the 18th Century

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In the age of Counter Reformation, recatholisation just such orders could be effective, which were active as a teaching order as well. In Hungary at this time we find three orders from this type: Jesuits, Pauliner and Franciscans.

At the and of the 17-18th centuries numerous Franciscan musicians were active in five provinces of the Carpathian Basin.

1. Provincia Hungariae S. Mariae (center: Pozsony/Bratislava: Transdanubian territory and west territory of today Slovak Republic)
2. Provincia Hungariae S. Salvatoris (with center Szabadka /Subotica) today East Slovakia)
3. Provincia Hungaria S. Ladislai (in 1655 became a separate Province with center of Zagreb)
4. Provincia S. Stephani (a Province of Transsylvania. Separate Province from 1729. Before it was part of Ladislait Province with center Csíksomlyó /Sumuleu-Ciuc)
5. Provincia Hungariae S. Joannis Capistrano. (Formed from Bosnian Province in 1727: Buda (Ofen), Mohács, Eszék (Oisjek), Földvár)

Klostermonodie / Monody of the Franciscan monasteries means singing in one voice accompanied by organ. In its first period in the late 17th, early 18th centuries the basic type of this style is an attempt to combine baroque monody with plainchant. In it's early stage we find overrhythmised plainchant melodies, or freely composed chants with resemblences to their origin. We also find the early representatives of Latin cantiones and church songs.

In the second period of Franciscan monody we find free figuralmusic, even in two, three or four voices. Just choral sections remanied bound with monody. That was characteristic even more for convents in Austria. In Austrian sources we can find even orchestral accompanymnt since in Hungarian ones the accompanying instrument is almost always organ, with one voice. That was because of more strict prescriptions in the Marian Province, where figural music was prohibited, and the only allowed instrument was organ.

In spite of prohibitions and directives we find numerous manuscripts in all provinces with figural music from this period. Under the priod the prior of the Marian Province Pater Marcus Repkovic (1694-1758) OFM the activity on the field of figural music got a new impetus. Succeeding a reform in 1769-es reformot Pater Pantaleon Roskovsky (1734-1789) and Pater Gaudentius Dettelbach (1739-1818) summarised the basic repertory of liturgical music. Several manuscripts serve as a witness for music-pedagogical activity in Franciscan monasteries. There are numerous directives and reports following the general chapter in 1769 concerning obligations of musical education. We also know collections which could have served the practical music-ducation in the Franciscan monasteries, rather than liturgical purpose. By the means of my paper I'm going to make a short insight into several sources of 18th century Franciscan music-education.

Object play of children with autism spectrum disorder and typical development

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Autism Spectrum Disorders (ASD) are a group of typically human developmental disabilities (Stefanik et al., 2007; Győri, 2009). There were presented more studies in connection with ASD but we can find only a few studies on the object manipulation and play of children with ASD. These investigations demonstrate that children with ASD are less involved in object use and play activities than TD children, their actions often being monotonous, repetitive, unusual, meaningless and non-goal directed (Beyer & Gammeltoft, 2000). But play has a very important role in our life. It is a way to develop emotional-, cognitive-, physical-, language- and social abilities, what is more, deficiencies of play activities may have a seriously negative impact on the child's development (Williams & Kendell-Scott, 2006). In our research we compared six 2-7 years old TD children to six mental age-matched ASD-affected children, in individual child – parent pair interactions, in 3 semi-structured play situations recorded on video in the homes of the consenting families. The sets of objects offered for play presented possibilities of different degrees of complexity and type of play, and each set called for certain forms of object use (such as, for example, exploration, pretend play and imitation). The aim of our study was to explore the interactional patterns of TD- and ASD child–parent pairs, focusing on the characteristics of object use and verbal communication. We used the Observer XT 8.0- and SPSS 15.0 for Windows Evaluation Version softwares for data analysis. Our results show that while parents in both groups were inclined to demonstrate object use forms that were less preferred by the child, however, demonstration was more pronounced in pairs with ASD-children, where the parents used more explicit verbal explanations and teaching-intentioned gestures. TD child – parent pairs performed more one-way or reciprocal imitation, thus canalizing the child's attention effectively to learn from the partner during play. Poorer performance and capabilities in pretend play and imitation stand as serious obstacles to the development of children with ASD. The deeper exploration of these observations requires further studies which can help us planning more effective new diagnostical and therapeutical methods.

Passwords – what you need and must not do

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Our age is usually called as information age. It might be called as the age of cyber crime and cyber war as well. Whatever it is called, not only the amount of digitally stored data increases day by day but our dependency of these data, too. It is of critical importance, naturally, to protect our data against unauthorized access in these circumstances.

Methods for authenticating users can be organized into three main groups: there are knowledge-based, possession-based and biometrical ones. Of these methods using passwords is the oldest, simplest and cheapest solution.

A large number of data thefts might (and will) happen because of bad password using habits and, which is worse, bad password rules and bad password handling. So the question we must ask now: Do we know how passwords work, how they ought to be used, what passwords can be considered as 'good ones' at all?

I have investigated the structure of real-life passwords and performed some calculations on the time consumption of a brute force password cracking to see what kind of passwords are too weak or would be good enough in case of a brute force attack.

As there are a lot of real-life password lists can be found on the net as the result of different data breaches, the possibility is given to analyse them. In this analyses I used the password list of rockyou.com consisting of 12 million unique passwords. To calculate the time amount a brute force password cracking would need I used the results of Gosney presented in December, 2012.

The results show that we must re-think the most basic password-specific rules. The general rule, a 'good' password must contain lower case and upper case letters and numbers and special characters, demanded by even Google, is not true. The length of the password is significantly more important than the number of characters the basic char set contains. Nowadays passwords must not be shorter than 12 characters (the longer the better) in general.

These are necessary (but not sufficient) rules to have a really strong password protection. Some other rules do exist, such as how often and why one has to change his/her password or how to avoid roundabouts, but they are not discussed here.

Review of charismatic teacher's personality. Focus group testing

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There are some teachers who can not be forgotten. Such teachers are surrounded by infinite respect, we think fondly of them. We recall their sentences which affect us. Several students choosing the career of a teacher have been affected by these models.

What does charisma mean? Mária Resch and Tamas Bella (2008) collected the characteristics of charismatic personality. Overall, their opinion is that charisma partly an inborn faculty, an element belonging to personality, but not a personality type itself. It is comprised of various components (expressivity, dominance, emotional intelligence, puritanism). The positive inner content and scale of values of any charismatic person set a blueprint for his or her followers.

During the examination of a charismatic teacher's personality Bányai and her colleagues (2001) founded, that the once-in-a-lifetime impact of some of the teachers could be explained by a process of archaic involving. This relationship is an indicator of effectiveness of an individual, the leaders. These personality features can belong to effective leaders. This character develops the emotional identification.

In my previous research I have also found that the participants described their teacher, occur in their lives with paternal and maternal qualities that, so strongly bonded to them. In my study I composed an attitude scale based reviews about the characters of an effective teacher. I wanted to test another research method. Focus group test was planned. This can be classified as a qualitative research method. The focus group method was applied in the beginning of the research stage, because the lack of knowing the subject of the study. The central theme, the focus: the charismatic teacher. The participants of the group are regarded as active contributors who can influence the course of examination. Their "everyday knowledge" is considered as source of knowledge to be exploited. The result was gained by qualitative data analysis. I would like to introduce you to the results of the research at the Conference.

Regional differences in the light of the last PIRLS, TIMSS, PISA and the competency assessments in Hungary

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Hungary has been involved in the international assessments organized on the field of the students' assessments – PIRLS, PISA, TIMSS – from the beginning and participated in each data admission as well. These studies with their comparable data file helped the professional self-reflection of the educational policy makers and teachers continuously, and from methodological viewpoint they insured excellent preparation and training base for the Hungarian participating in the assessment. While current data collections and evaluation processes of the mentioned international assessments were carried out on according to the preliminary timing, the so-called competency assessments system was being developed in Hungary, which became a comprehensive evaluating-certification instrument of the public education today.

The Hungarian competency assessments aim to explore the current level of reading and mathematical literacy. Their special characteristics apart from the international assessments is that they involve the 6th, 8th and 10th classes, extending for all students, and are repeated in every academic year. The above mentioned assessment is complemented by the data admissions adapted in the 4. classes, extending for each student, repeated annually, preparing the analysis of reading, writing, and mathematical ability, and the structuring and combinative capabilities.

The international student assessment drew the attention of the experts to the facts that there are larger differences between the capacity levels of the schools in Hungary, than between the students in different schools, namely the Hungarian school system is both territorially and qualitatively strongly divided and differentiated. The presentation shows these regional differences according to native and international assessments' data.

Effektivitätsmessung in der Mittelschule vom Projekt „Unsere Umwelt im 21. Jahrhundert“

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Heutzutage sind sehr viele Methoden verbreitet, mit denen der Unterricht und das Lernen wirksamer und erfolgreicher werden kann. Neben der Gruppenarbeit, dem Situationsspiel oder der Diskussion ist die Verwendung der Projektmethode immer populärer. Durch dieses Verfahren wird die traditionelle Tätigkeit in den Unterrichtsstunden umdeutet. So besteht die Möglichkeit, dass die Kinder je nach ihrem eigenen Tempo das gemeinsame Ziel erreichen. Die Projektarbeit wird auch in der umweltbewussten Erziehung oft verwendet. Ihre Bedeutung besteht darin, dass die Schüler, durch ihre aus Interesse stammende selbständige Tätigkeit, Wissen und Attitüde im Besitz haben werden, die in der umweltbewussten Erziehung mit anderen Methoden nur schwer erreichbar sind. Aus solchen Überlegungen kam es zur Verwendung des Projektes „Unsere Umwelt im 21. Jahrhundert“, in dem man sich mit alltäglichen Umweltproblemen beschäftigt. Das Großprojekt ist nach seinem Typ ein naturwissenschaftlich orientiertes, langfristiges (ein Jahr langes), im Schulrahmen aber außer Unterrichtsstunden, in nicht-traditionellen Schulverhältnissen realisiertes Projekt. Sein primäres Ziel ist, den Schülern die disziplinäre Kenntnisse im Zusammenhang mit der Umweltverschmutzung beizubringen, sie zu erweitern. Innerhalb des Großprojektes existierten zehn kleinere Teilprojekte (z.B. Luftverschmutzung, Wasser-verschmutzung, Lärm als Verschmutzung), die von dreiköpfigen Gruppen bearbeitet wurden. Die Schüler wählten das für sie sympatischsten Thema zur Bearbeitung für das ganze Schuljahr aus. Die Arbeit erfolgte nach den individuellen Ideen der Schüler, unter Aufsicht des leitenden Lehrers. Die komplexe Wirkung auf das Individuum wurde durch einen Selbst- und Peer-Fragebogen mit 60 Behauptungen gemessen. Da bestand die Möglichkeit für die Schüler, sich selbst, ihre Mitschüler und ihren Mentor zu evaluieren. Die Antworten auf die Fragen wurden mit dem statistischen Messungsprogramm Probe-T (Paar- und unabhängige Version) und mit der Methode One-Way ANOVA (einändrige Varianzanalyse) bewertet. Einige Item des Fragebogens wurden von den Schülern mit Hilfe der Skala Likert rezensiert. Der Fragebogen enthält Behauptungen verschiedene Fähigkeiten, Fertigkeiten und Tätigkeiten betreffend. In meinem Vortrag möchte ich die Ergebnisse dieser Evaluation vorstellen.

The participation of people living with disabilities in adult education in Hungary

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In my presentation I would like to discuss the opportunities present in adult education for people living with disabilities. One of the least developed areas of adult education in Hungary is the integrated education and development of people living with disabilities, especially of those with physical disabilities, vision and hearing impairments. Besides the specialized educational institutions they cannot participate in integrated or inclusive educational programs due to a variety of reasons e.g. lack of fully accessible facilities, inadequate communication equipment, and the insufficient number of properly trained teaching staff. However, in the 21st century it is indispensable to actualize the emergence and active participation of these groups in the educational system, the labour market, and in a multitude of social interactions thus far barred to them. Therefore, my presentation is about those already existing and potential adult education practices with which the quality of life and labour market participation of the disabled can be strengthened. With the delineation of some of the European good practices I aim to present those positive examples that are already well-functioning in the area of adult education.

Sprachlehrerkompetenzen und Fachsprachunterricht in der Erwachsenenbildung

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Der Ausgangspunkt der Untersuchung ist, dass deutsche Firmen wie Audi, Mercedes, Bosch, Siemens usw. in der ungarischen Wirtschaft in der letzten Zeit immer wichtigere Rolle spielen, wo die Deutschsprachenkenntnisse der Mitarbeiter von großer Bedeutung ist und zahlreiche Sprachlehrer werden im Bereich der Sprachenunterricht beschäftigt. Die Erwartungen der Rollenträger der Wirtschaft unterscheiden sich hinsichtlich der Sprachkompetenzen der Beschäftigten von den allgemeinen Erwartungen wesentlich, wie zum Beispiel im öffentlichen Schulwesen oder bei den traditionellen Sprachprüfungen, und damit hängt eng zusammen, dass die Erwartungen im Zusammenhang mit dem Fremdsprachenunterricht auch anders als die des allgemeinen Sprachunterrichtes sind.

Ausgehend vom obigen Situationsbild ist die Untersuchung thematisch in zwei Teile gegliedert: Im ersten Teil werden folgende Themenschwerpunkte mit der Methode des Interviews im Fall von ausgewählten deutschen Firmen in Ungarn untersucht: die Sprachgebrauchsgewohnheiten in der beruflichen Kommunikation (Einsprachigkeit/Zweisprachigkeit), die erwarteten Sprachkompetenzen der Mitarbeiter; die Erwartungen gegenüber der Sprachlehrer; Fremdsprachenlernmöglichkeiten für die Mitarbeiter und ihre Realisierung.

Im zweiten thematischen Teil wird die Deutschlehrausbildung hinsichtlich der Sprachlehrerkompetenzen untersucht. Anhand der Analyse der Ausbildungs- und Ausgangsforderungen werden die deklarierten Kompetenzanforderungen der Deutschlehrer, und anhand der Analyse der Kursbeschreibungen der fachdidaktischen Fächer wird ihre Verwirklichung mit den folgenden Schwerpunkten untersucht: Fähigkeit zur Fachsprachenunterricht, die Lehrtätigkeit in der Erwachsenenbildung, lebensalterspezifische Methodik mit dem Schwerpunkt Erwachsenenalter, Aspekte der Erwachsenenbildung in der Sprachlehrerbildung, Erwachsenenbildung als Übungsfeld für die Sprachlehrer.

Um ein breiteres Bild über die Kompetenzen der Sprachlehrer zu bekommen werden mit Hilfe eines Fragebogens nach den Kompetenzen und Kenntnissen der Lehramtsstudierenden hinsichtlich des Fachsprachenunterrichtes, des Fremdsprachenunterrichtes in der Erwachsenenbildung, der lebensalterspezifischen Fachdidaktik gefragt.

Entrepreneurship education in tertiary education

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Entrepreneurship is the process that makes the economy evolve and expand. It is inevitable - and in crisis periods even more - that young adults are acquainted with the notion of entrepreneurial spirit (Unternehmergeist) and acquire skills needed in order to start and maintain an entrepreneurial process. Most business students are introduced to the topic at some point in their studies and some of them are even specialised in entrepreneurship. However, since the entrepreneurship as a process is adapting to the ever changing environmental needs, the education thereof should also follow the latest trends. The aim of the presentation is to show, how the meaning of entrepreneurship has been changing in the past decades, and introduce the definition of entrepreneurship in the XXI. century. Along with the introduction of the new entrepreneurial skills and traits promising ways of teaching/coaching students in tertiary education are presented.

The Social Representation of Health and Illness. Pilot Study

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We should learn the children's everyday knowledge about health and illness that we can develop in education. The aim of our presentation is to demonstrate pilot study of our research and the theoretical background of health and illness' social representation. We used the synthesis method to explore the international and the Hungarian literature, and we also would like to present the results of our pilot study.

Moscovici's theory (1981) about social representations is an interdisciplinary theory that explores the naive thinking to the principles of control. The social representations may vary according to how different communities are created. The representation always refers to a social object, for example in the case of Moscovici it refers to psychoanalysis. In our case, this is health and illness. It has been studied, for example the *social representation of telecommunications, school disciplines, aggression, success and competition*.

The social representation of health and illness in international literature has been dealt by Murray, Pullman and Rodgers (2003) and Flick (2000). During the exploration of the Hungarian literature, we found that the concept of social representations of health was studied by Márta Csabai, János Laszló and their colleagues among secondary school students in Budapest in 1998. According to our assumptions, it is important to study the primary school age group and the preventive nature. According the statistical data, it is the age of 10-12, which is the healthiest period in life (based on mortality rates, etc). However, this is the age when the youth tend to rebel against society's rules.

We could conclude from the changes of the attitude of health and illness concepts that health is still the lack of illness for the children, or students' approach shifted to health development.

In Hungary there has not been any research among primary school students about social representations of health and illness. Our research tested elementary school, for about 98 students.

Our pilot study's aim is to develop a method for examining the social representations of health and illness. We used quantitative and qualitative methods at our pilot study.

Memories of retired primary school teachers about their studies

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The pensioned-off teachers of primary school – age group of 70 or 80 year-old persons – made up their mind in the period of one and a half decades after the world war to go on for higher education at a training college of primary school teachers. Interviewing a diminishing number of eye-witnesses about the process of their becoming a primary school teacher is a pressing task of our current research into educational history which is not to be delayed.

By means of interviewing: the verification of the fact that the students of the institute received a suitable preparation during the 4 years of the training for primary school teachers.

Basing on the national specialized literature in educational history, the hypotheses of the current research were as follows:

1. Professional values kept on functioning guaranteeing the successfulness of training.
2. The content and amount of the subjects in the training at secondary level made it possible to acquire the basic knowledge, expertise and skills, which ensured the successfulness of the effective work for primary school teachers.

From among the basic kinds of interview we applied a structural interview in order to explore the motives of the choice of profession, the attitude towards the training institute of primary school teachers, the opinions about the training. The sample comprised 178 persons. The sample offers a good representation about those graduated at a training institute of primary school teachers at a secondary level on the grounds of their social background and their going on for higher education.

On the grounds of the interviews we present the attitudes and experiences of those graduating at an institute training primary school teachers in a rather qualitative approach. During the analysis of the interviews the hypothesis was confirmed that one-time students already chose a profession with sense of vocation at the time of their choosing a career. They told about their teachers that they had taught and educated with committed professional expertise. The professional work of the institutes training primary school teachers was considered to be successful by every interviewed person without exception. The strength of the one-time school type was thought to be the unity of theory and practice, the successfulness of practical training and the stressed methodical training. In the remembrance of all those interviewed there was a positive picture about the institutes training primary school teachers.

Early childhood science education

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Our presentation discusses one of the most relevant problems of science education: the students' attitudes. The changes in attitudes are analyzed by foreign and domestic research. We look for an explanation for low-level attitudes towards the subjects of physics and chemistry. Out of the various explanations we emphasize the importance of the science education during early childhood. We examine why the scientific education is in the background in the lower grades of elementary school and also present our own examples how we can engage children of this age in natural sciences and provide them age-specific teaching. We'll talk about a program under preparation where we would like to analyze the scientific attitude of children in kindergarten and elementary school by empiric means. During this program we also plan to monitor the effects of the methods developed by us.

We prepared activities that were tested on school and pre-school aged children, and also a series of after-school activities spanning a whole school-year that was perfected during workshops held by us. Both contain experiments that can be performed with inexpensive, simple and non-dangerous instruments. This method is based on experimentation. The children themselves carry out the experiments and draw conclusions on their own. It is important to encourage the curiosity and trying, so these workshops and activities are structured flexibly. All is shown illustrated with pictures.

Language attitudes of students majoring in teacher training

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The examination and improving of the speech and language culture of teachers is a topic of great importance (Lantos 2005, Antalné 2006). In spite of that, the specific improvement of first language of students in teacher training was not done. Due to the actual need first language and communication skills will have got to be taught in the re-introduced undivided (continuous) teacher training system in Hungary from September 2013. The prescribed fields of development are the general language skills, the practise of communication, rhetoric, orthography and speaking techniques (suprasegmental elements). With Edina Kovács together we made an empirical survey in March and April 2013 to examine the language attitudes and training needs of the current students (in BA/BSc and MA/Msc level) at the University of Debrecen. The system EvaSys was used for the survey and SPSS 17 for the evaluation of the results.

During the examination we basically focused on the research of the training needs on the subsample available in the beginning of April (n=109). According to this, the students consider their communication competences essentially good (79.7%), although there is a real need for the language and communication training (79.1%). Among the topics prescribed by regulation, the improvement is expected the most in the field of rhetoric and practise of communication. However, the students consider their speaking techniques the weakest, they refuse to accept the training in a large proportion. The improvement of orthography skills is required by only the 65.1% of the students.

The goal of this presentation is to explain these differences between the training needs by language attitude questions and by comparison of demographic/social variables. For instance, we suppose that the unpopularity of the Hungarian grammar as subject explains (not exclusively) that the students refuse the orthography training which is considered mechanic and raw. The students prefer the trainings that have specifically practical feature.

The following interpretation of our results grants opportunity to teach the language and communication module at the university successfully and can describe the weaknesses of the grammar teaching in the secondary schools.

Wie geht es weiter „Pálfi TISZK“?

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Allgemeine und Bildungspolitische Relevanz der Forschung: Das Gesetz über die Fachbildung von CLXXXVII./2011 bedeutet für „Pálfi“ TISZK (Integrationsfachschulzentrum von Bihar, Sárrét und Hajdúság) vor allem die Verstaatlichung. Das Institut wird ab dem nächsten Schuljahr statt Kopfquote auf institutioneller Ebene finanziert. Der bewegliche- und unbewegliche Besitz soll noch verteilt werden! Es werden ferner noch die konkreten Konzepte der Dualbildung und die Lage der Lehrer bestimmt. Die Teilnehmer der bisherigen Fachbildung haben auch weiterhin die Möglichkeit zusammen zu arbeiten.

Das Hauptprinzip der Umbau von Regionalen Integrationsfachschulzentren war die Bedürfnisse der heutigen Wirtschaft zu erfüllen. Diese Änderungen werden ein höheres Niveau an aller Stufe der Fachbildung in Kleingebieten, und der Anteil der Wirtschaftsmitglieder immer in einer wachsenden Zahl zu sichern, und sie zusammen aufs Lebensniveau der Umgebung auszuwirken.

Fragen der Forschung: Wie erscheinen die neuen bildungspolitischen Maßnahmen im Leben der „Pálfi“ TISZK? Was für Bestimmungen sind die, die schon weglassen, oder doch noch behalten, und welche Anordnungen ab September 2013 ohne Änderung aufbewahren sollte? Nimmt die Neuerung auch ein Marktorientiertes Wissen mit sich? Überhaupt, mit was für einem Maß der Veränderungen sind zu rechnen?

Methoden der Forschung: Interviews, Sammlung, Aufarbeitung und Wertung der entsprechenden Dokumenten und Onlinematerialien.

Secondary school students' attitudes towards book culture

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Although being the important segment of culture and the entire society, the book has been going through a kind of crisis characterized by neglect, suppression in the recent decades due to different factors. This paper presents an attempt to give the insight into the importance of a book (reading) culture from the secondary school students' point of view, through just one part of the *survey* research carried out in the second half of 2012, on the stratified, convenience sample consisted of 210 pupils of the secondary school (grammar and vocational ones) final classes in Mostar. Through the five-point Likert scale the an *ad hoc* insight into the (dis)interest of the secondary school students towards reading, their *pros* and *cons* related to the book reading beyond the compulsory school reading particularly referring to their reading motives and habits in their free time. It also deals with their preferences as far as it concerns the books they usually read in their free time. The book should have particularly important place in the contemporary knowledge society. However, the time will show whether it has been so.

Neue Aspekte der qualitativen Fotointerpretation

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Die Bilder sind heute wichtige Mittel der Welt- und Selbstdarstellung. Text und Bilder sind gleichrangige Vermittler. Auf die Problematik der qualitativen Forschung in der Pädagogie mit Fokus auf die Foto- und Bildinterpretation ist verschiedene Methodologie zu finden (wie z.B. Techniken der visuellen Inhaltsanalyse, Ikonologie und Ikonographie, Semiotik, Fotointerview). Sogar die von der qualitativen Forschung fernen Disziplinen (u.a. die Mathematik) tragen mit relevanten Elementen zur Foto- und Bildinterpretation bei.

Ziel der Vorlesung ist, über die Betonung der Zusammenhänge von den Bildinterpretationstechniken hinaus zu unterstützen, in wie weit in der qualitativen Forschung Begriffe der naturwissenschaftlichen Disziplinen (zufälliger Streifzug der Blicke, Trajektorie, Koordinatengeometrie) zu verwenden sind.

Forschungshintergrund: eine Seminargruppe von Studenten mit Hauptfach Pädagogie wurde gebeten, auf einem Bild die Bewegung ihrer Blicke zu beschreiben und anzugeben, wie das zu analysierende Bild betrachtet war. Mit koordinatengeometrischen Methoden wurde geforscht, d.h. mit Punktkoordinaten wurde das Bild in ziemlich kleine Teile aufgeteilt, um die dichte Bewegung der Blicke genauer darzustellen. Koordinaten der Bildelemente wurden bestimmt, die durch die Studenten bestimmten Punkte und ihre Umgebung beinhalten.

Die Ergebnisse haben bewiesen, dass die Blicke der Studenten zufälligerweise ihre Richtung ändern und einen zufälligen Streifzug hatten. Auf dem Bild wurden verschiedene Bahnen begangen und unterschiedliche Höhe gesprungen. Die Bildanalyse hat unterschiedliche Trajektorien in verschiedener Zahl mitgebracht, die die Ausführlichkeit der Bildanalyse beweisen.

Die Vorlesung kann mit einem neuen Ansatz zu der reichen Palette der qualitativen Bildanalyse beitragen und die Thematik der Forschungsmethodenkurse bereichern. Die konzeptionelle Basis und der methodische Hintergrund zeigen, dass die Verwendung mathematischer Apparate nicht einmal den qualitativen Forschungsanalysen fremd ist.

Die Forschung wurde durch das János Bolyai Forschungsstipendium der Ungarischen Akademie der Wissenschaften unterstützt.

The usefulness of a BA in English Studies programme: Students' perceptions

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The attractiveness and popularity of English studies programmes and the number of enrolling students have been decreasing in Europe in the past two decades. A possible reason behind this phenomenon may be that students no longer find the traditional content of such programmes useful. Another reason might be that the labour market does not need a large number of graduates with in-depth theoretical knowledge. Instead, a wide range of skills and competences are needed which enable graduates to perform well in various work-related situations.

The paper reports on the results of a research project which focuses on the extent to which the BA in English Studies programmes in Hungary are useful and effective in terms of developing competences and knowledge for the European labour market. The starting point of the research is the hypothesis that there is a discrepancy between the competences and knowledge graduates need in the labour market and the objectives and expected outcomes of BA in English Studies programmes in Hungary.

The research was carried out focusing on and comparing the perceived needs of first year and third year English major students at Kodolányi János University College, Hungary using a questionnaire with both closed and open questions. The paper reveals the participants' motivation for enrolment, their career plans as well as level of proficiency. It also gives focused attention to students' perceived needs in terms of their proficiency level, content and skills they would like to master by the end of their studies. Results clearly show what content and skills students find useful and/or interesting. They also indicate the extent to which students are satisfied with their own achievements.

On the basis of the results, it becomes possible to research the opinion and experience of lecturers with regards to the issue, and to recommend changes in the curriculum of the BA in English studies programme.

Tangram aktuell oder deutsch.com? Ein Vergleich

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In unserer schnell verändernden Welt entwickeln die Lehrbücher auch sehr schnell, und man kann Jahr für Jahr aus mehreren verschiedenen Bänden wählen. Die Wahl wird unter anderem von den Schülern, der Kompetenzen der Lehrer sowie den Umständen des Unterrichtsprozesses bestimmt.

Das Lehrbuch, Tangram aktuell 1. Lektion 5-8. hilft den Anfängern, die Deutsch, als Fremdsprache lernen möchten. Das Lehrbuch wird den Schülern ab 16 empfohlen, und es entwickelt die 4 Fertigkeiten, es legt großen Wert auf die Kommunikation, und es gibt Möglichkeiten zum Spielen, oder Projekte zu führen. Ich meine, es ist ein sehr praktisches Lehrbuch, deshalb war ich neugierig, was für weitere Hilfsmittel, Internetseiten sein Verlag noch dazu bietet. Der Hueber Verlag gibt nämlich zu allen eigenen Lehrwerken auch weitere, online Hilfsmittel.

Als ich die Internetseiten des Hueber Verlags las, fand ich da eine andere Lehrbuchreihe deutsch.com, die auch für Deutsch als Fremdsprache lernende Schüler nützlich ist. Aber die Reihe deutsch.com ist für die Schüler, die schon Erfahrungen mit dem Fremdsprachelernen haben. Das Thema meines Vortrags gibt also der Vergleich der zwei Lehrbücher – Tangram aktuell 1. Lektion 5-8. sowie deutsch.com 1. Lehrbuch –, wo ich Ihnen die Neuheit des Lehrbuches deutsch.com 1. vorstellen möchte. Bei der Analyse helfen mir die Antworten der Schüler, die ich während meiner halbjährigen Lehrpraktikum kennen lernte, und die meinen Fragebogen ausgefüllten. Diese Schüler lernen aus Tangram aktuell 1. Lektion 5-8. und sie haben gutes Sprachgefühl – nach dem Sprachgefühltest von Marianne Nikolov –, so kann ich Ihnen die praktischen Eigenschaften eines Lehrbuches nach diesen Schülern vorstellen. Die meine Interviewfragen beantwortenden Deutschlehrer unterrichten durchschnittlich 8 Jahre lang aus die Reihe Tangram aktuell, deshalb sind ihre Antworten sehr interessant – viele erwähnten, dass die Qualität der CD-s sehr gut ist, aber es gibt zu wenige grammatische Übungsaufgaben im Buch –, über die ich in meinem Vortrag ausführlich spreche.

Die Nützlichkeit der Analyse ist allgemeingültig, es geht nicht nur um ungarische Schulen. Die Ergebnisse sind in Hinsicht von der Wahl sowie der Analyse eines Lehrbuches verwendbar.

Frauen und Männer in den Lehrbüchern

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Das Thema meiner Arbeit ist die verschiedenen Erscheinungs- und Darstellungsformen der Geschlechter in den modernen deutschen Lehrbüchern. Ich habe dieses Thema gewählt, weil ich mich in meinem Studium mit Gender sehr gern beschäftigt habe, und ich halte es für einen wichtigen Forschungsansatz in unserer Welt. Daneben werde ich später als Lehrerin arbeiten, deshalb ist es mir relevant, einen pädagogischen Glauben schon jetzt zu bilden. So bin ich zur Entscheidung gekommen, dass ich es prüfen und analysieren werde, wie Gender in der Schule, in dem Sprachunterricht vorkommt.

Als Ausgangspunkt meiner Arbeit und Untersuchung habe ich einige interessante Fragen gestellt: Womit beschäftigt sich Gender? Was ist eigentlich Genderlekt? Wie kommen die Frauenrollen und die Männerrollen in den heute benutzten Sprachbücher vor? Durch welche kommunikativen und argumentativen Aufgaben wird die aktuelle Gendertheorie ausgedrückt? Wie baut sich dieses Thema in das Lehrmaterial ein? Welche Wirkung hat es auf die Kinder und auf die Lernenden einer Sprache?

Ein Teilgebiet der Gender- Forschung ist die Untersuchung der Kommunikations- und Verhaltensunterschiede der Frauen und der Männer. Es ist eine interessante Frage, wie diese Kenntnisse über die Geschlechter in der Schule vermittelt und in den Lehrbüchern verarbeitet werden. In meiner Arbeit habe ich mich also damit beschäftigt, was Gender über Frauen und Männer sagt und welche Thesen der Forschung in den Lehrbüchern relevant sind. Was ich vor meinen Augen gehalten habe, wie diese Bücher über die biologischen Geschlechter kommunizieren, und ob die Lehrmaterialien auf die Genderthesen aufgebaut werden.

Daneben habe ich moderne, also nach 1990 erschienene Bücher, die auch heute benutzt werden, analysiert. Ich halte bei der Lehrbuchanalyse neun Kriterien, die von einem kommunikativen Lehrbuch erfüllt werden sollen, für wichtig, weil die Sprachlerner durch die Verwendung des Lehrwerkes diese Fähigkeiten leicht erwerben können. Diese Kriterien sind: Arbeitstechniken, Präsentationstechniken, Problemlösung, Selbstständigkeit, Entscheidungsfähigkeit, analytisches und strukturierendes Denken, Teamfähigkeit, interkulturelle Sensibilität und Kritikfähigkeit.

Als Lehrerin halte ich es für wichtig, dass ich das Lehrmaterial gründlich kenne und zielorientiert benutzen kann. Es ist eindeutig, dass wir die Genderthesen in der Schule regelmäßig benutzen. Wir müssen aber klar sehen, welche Vorteile und Nachteile diese Methode hat.

Adult learning and education in the reading and farmers circles in the 1940s

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In the first half of the 20th century the rural society, the inhabitants of small villages and farms were in difficult situation in the field of adult education. The main problem was the deficient infrastructure and narrow circumstances. This gave a great importance to social organizations and civil associations in adult learning. So the reading circles and farmers circles played a important role in the organizing of the public and adult education. These small local communities, organised from below, carried out a significant task in raising the general knowledge of the society, development of the civic competence and the economic further education.

A form of adult educational activity of the reading circles, represented the public knowledge courses. These courses served the raising of the level of general knowledge and awareness, and partially the introduction of the social and political conditions to the inhabitants. In the reading circles were organized public knowledge courses of short duration, of 30–50 hours, and of longer duration, of 150–160 hours (of 3 months). The different economic courses were attended with great interest. Among the economic courses had the highest rank the so called “Silver Wheatear” education (of 3 months). The economic training of highest level organized by the reading circles was the farmers course named “Golden Wheatear” of 1 year, the completion of which was acknowledged by the Ministry of Agriculture as a secondary agricultural qualification.

Until the middle of the 20th century, the public activity of women was rather restricted into the peasant society and in small rural settlements. The local social organizations, local communities organized by the inhabitants and the reading circles represented the primary stage of entertainment, culture, adult education and public activity for women.

The reading circles played a determining role not only in the increase of the general education and the extension and modernization of the economic expertises in the rural society, but they contributed to the results of the cultural socialisation by transmitting new community behaviours, forming the views to a large extent, in order to develop a more informed rural society having an opener view.

Grammatikunterricht – spielerisch

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Wenn wir eine Sprache beherrschen möchten, ist es wichtig, grammatisch korrekt zu sprechen. Aber wo können wir diese Korrektheit begrenzen? Wenn wir mit grammatischen Fehlern sprechen, sind wir noch kommunikativ? Seit der Einführung der kommunikativen Methode, steht Grammatikunterricht immer öfter im Hintergrund. Während der Jahrzehnte veränderten sich die Methoden und die verschiedenen Ansätze im Grammatikunterricht sehr schnell. Welche Methoden stehen uns zur Verfügung, die dabei helfen, die Sprachlernenden einfach die grammatischen Regeln und Strukturen einer Fremdsprache beibringen zu können. Ich beschäftige mich aus den Methoden nur mit einer mit Grammatikunterricht-spielerisch.

Ich möchte in meinem Vortrag vorstellen, dass man Grammatik mit den Spielen auch unterrichten kann. Ich probierte einige Methoden selbst im Praktikum aus, dass ich dadurch die Wirkungen analysieren kann. Ich werde meine Erfahrungen präsentieren.

The Studies on Relaxation in Polish Pedagogy

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The studies on relaxation in Polish pedagogy are mostly related to the pedagogy of health, special needs pedagogy, the pedagogy of work, protective and rehabilitation pedagogy, the theory of education, didactics and pedeutology. These studies refer to diverse aspects of pedagogical practice, such as self-education, promotion of health and wellness, pedagogical therapy, the process of effective teaching and learning from others, as well as its other aspects.

Modern concept of relaxation as the relaxation response of human body, opposed to stress response, described by H. Selye, as defined by E. Jacobson, J.H. Schultz and particularly by H. Benson, was first introduced in Poland after the II World War by the researchers representing medical, pedagogical and psychological sciences.

Scientists are generally aware of the devastating effect of stress on humans – children and youth in particular. However, relaxation methods, enriched with creative imagination and suggestion techniques, though varied and possible to implement without any special means, are not much popular in contemporary education.

Professor J. Aleksandrowicz, eminent Polish cardiologist and scientist, had already been investigating the use of relaxation in medical practice, as well as in moral and personal development of humans, since 1950-ties. In the 1970-ties he invited professor A. Szyszko-Bohusz, Polish educator who studied relaxation since the early 1960-ties, to participate in his work. Thus his research work supporting health-care and personal development became interdisciplinary. Professor A. Szyszko-Bohusz, Professor J. Gnitecki, Habil. dr. L. Kulmatycki, Professor W. Pasterniak and the author of the present article are among several prominent Polish researchers of relaxation who could be mentioned, due to their output in this field, as the representatives of pedagogical sciences. In my lecture and article I present their achievements and denote the place of relaxation in theory and practice of Polish pedagogy.

In the context of these analyses, we can distinguish between partial and global presence of relaxation. While in practice this presence is largely partial, in theory the presence of relaxation in education, as one of the main education aims and as an education (and self-education) method, is postulated. The global approach, unfortunately, seems improbable, as regards its implementation in the common educational system. Other than pointing out this solution, pedagogues can gradually implement relaxation into the education system, as an element of other methods of education, pedagogical therapy and other educational undertakings.