

**1st International Conference
for Theory and Practice
in Education**

Current Issues in Education

23 MAY 2008, FÜRSTENFELD

PROGRAMME

ABSTRACTS

Association of Educational Sciences
Budapest, Hungary
2008

Conference organized by

Association of Educational Sciences
and
Kodolányi János University College

Organizing committee:

Erzsébet CSEREKLYE
János Tibor KARLOVITZ
András KESZTHELYI
Erzsébet MOLNÁR
Judit TORGYIK
Melinda VOGL

Edited by:

János Tibor KARLOVITZ

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Conference Programme:

Place:

Fürstenfeld, Austria, Schillerplatz 2

9.30-10.00

Registration

10.00 - 10.15

Opening the Conference
Room No. 1.

10.30 - 12.00

Presentations in sessions

12.00 - 13.00

Lunch time

13.00 - 15.00

Presentations in sessions

15.00 - 15.30

Coffee break

15.30 - 17.30

Presentations in sessions

17.45 - 18.00

Closing the Conference

10.30 - 12.00

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		Renáta Anna DEZSÓ: How We See Ourselves and One Another: Educational Consequences of Some Micro Studies on the Ethnical Identification of Teenager and Adult Students at a Roma/Gypsy Nationality Secondary Grammar School
		Orsolya KERESZTY: Gender in Textbooks
		László MAGOCSA: Antropological and Sociocultural Aspects of Learning English by Young Learners
		János Tibor KARLOVITZ: Religious Education
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12.00 - 13.00

Lunch time

13.00 - 15.00

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		András KESZTHELYI: Theory and Practice in the Education of Informatics
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		Tünde DANCSÓ: Quantitative Analysis of the 15 Year Old Students' IT Skills
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		Csaba Zoltán BÉRES: Development of Spatial Informatics Competences of the eGovernment Users
		András BUDA: The Development of Teacher Trainees' Competence in University of Debrecen
		Zoltán BÁBOSIK: Revamping Technical Education

15.00 - 15.30
 Coffee break

13.00 - 15.00

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		Judit SCHLOSSER: Using Bruner Representation Modes in Multigrade Schools
	Erzsébet CSEREKLYE	Ágnes HORTOBÁGYI: Theoretical and Practical Aspects of Children's Literature: The Hermeneutics of Poem and Storytelling
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		István SZŰCS: Transitional Challenges in Romanian Higher Education
		Eszter HADOBÁS: The Register of Students as a Source
		Zsuzsa KOLTAI: Comparative History of Museum Education
		Zsombor MARTIS: Observations at a Danish Folk High School

15.00 - 15.30

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		Erika KEGYES: Der Bologna-Prozess und die Genderfragen. Neue Impulse für die Hochschulreform
		Éva PAPP: Durchkommen von regionalen und bildungspolitischen Maßnahmen der Europäischen Union auf das Zentrum des Kleingebietes von Bihar
		János JELLI: Entwicklung der Kompetenz von Informations- und Kommunikationstechnologie in der Praxis - Digital Videoediting in der Lehrerbildung

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		Dorottya KISS: Als Anthropologin im Kindermuseum
		Dóra RÓZSA LÁSZLÓNÉ: Die besonderen Bedingungen und Faktoren der Entfaltung der musikalischen Begabung
		Zsuzsa PÁSZTOR: Die Pflege der Arbeitsfähigkeit bei Schülern und Lehrern

15.00 - 15.30

Coffee break

15.30 - 17.30
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		Csilla MÁTÓNÉ SZABÓ: Usage of Different Drugs among Secondary School Students
		Melinda PETŐ CSIMA: The Selectional Mechanisms of School Health Promotion
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		Maria HERCZ: Differences between the Teachers' Thinking about Children's Cognitive Improvement
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17.45 - 18.00
 Closing the Conference

15.30 - 17.45

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		Judit ZSÁK: Pedagogy of Information Literacy in the Curriculum of an Information and Library Studies BA Programme
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		Zsuzsa KŐMŰVES & János Endre KOVÁCS & János KISS: The Importance of Experiential Learning Techniques in Preparing Students of Helping Professionals
		Marietta BANKÓ: A First Endeavour to Follow Up English Teacher Graduates of the University of Pannonia
		Dóra MÓCZ: A Comparison of the Categories of the Higher Education Quality Award and Award for Vocational Training in Hungary: A Possible Way to Knowledge Accreditation
		Judit NESZT: Secondary Teacher Training Schools in Hungary between 1828-1945
		Erzsébet MOLNÁR: Current Issues in Samuel Brassai's Language Pedagogy
		Zoltán ÁRPÁSI: Education and Medical Tourism in Hungary

17.30 - 18.00

Closing the Conference

15.30 - 17.30

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		Cecília TUSA: Die Relevanz von multikulturellen Aspekten im Unterricht
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		Mária LUBINSZKI: Leistungsangst in der Schule und die mögliche Ausdeutungen
		Maria RÉTHY: Inklusion im humanwissenschaftlichen Diskurs
		Orsolya NÉMETHNÉ TÓTH: Untersuchung psychomotorischen Fähigkeiten im Vorschulalter
		Melinda VARGA: Erfahrungen der Eltern mit einem Kindersprachkurs für Kinder im Alter von 3-7 Jahren. Ergebnisse einer Fragebogenerhebung

17.30 - 18.00

Closing the Conference

Abstracts

Education and Medical Tourism in Hungary

Zoltán ÁRPÁSI

arpasiz@zeus.tsf.hu

Tessedik Sámuel College, Békéscsaba, Hungary

When speaking of medical tourism, it is normal that people rather declare themselves as patients than as tourists. Basically this is true, because they mostly use all the related services according to and because of a subscription by a doctor.

The definition of wellness is quite new in tourism and therapeutics. Wellness tourism means a temporary stay, while the main purpose of the tourist is to reach an optimal health level and a sensual, spiritual and psychical balance. It is rather related to a way of changing lifestyle than curing some sort of illness. Wellness services offer a complex prevention program, which includes all the knowledge concerning healthy living, as well as a relaxing environment to be able to change the attitude about lifestyle in a more efficient way.

Free will is also an important criteria of wellness tourists, because they decided to change to a healthy lifestyle based on their own decision and not because of a doctor's subscription. Health consciousness refers to the fact that people care about their life, not only in a passive way - curing illness by taking medicine -, but also in an active way, by doing more sport programs and having healthier nourishment. Having such a dynamically developing market, one has to ask the question how the potential customers look like, what kind of fancies, desires and needs they have. Certain spas are very similar in what they can offer to their customer, but they can only be successful if they cooperate with each other.

We can say that by today there is a growing need of wellness and health services. These, however, can only be competitive at a very high level on the national and international market. The high quality is still not enough if it is not supported by an efficient and intensive marketing activity and if the supporting institutions as well as the infrastructural conditions do not meet the expected level. On the other hand it is also very important to have educated people dealing with this special sector of tourism, because the trends in medium term show that in the near future only the highest level of service with the aid of highly qualified personnel can be competitive enough to fulfill the needs of different customers in the field of health and wellness services.

Revamping Technical Education

Zoltán BÁBOSIK

babosik@freemail.hu

Budapest University of Technology and Economics, Budapest,
Hungary

It is a generally acknowledged fact by now that technical education has a critical role in laying the foundations of social competence for the overwhelming majority of society and the population. In order for technical education to be able to appropriately fulfill this function, which determines the future of both society as a whole and the person as the individual, it is vital to continuously develop the structure, organization and pedagogy of training. A wide range of the participants and leading personalities of technical education are aware of these correlations, which is well indicated by the phenomenon that an increasing number of studies are published on the subject of the development of technical education from a pedagogical and strategic point of view, aimed at defining the steps to be taken in the near future. All these endeavors are in harmony with successful preparation for the challenges posed by the labor market, founding the strategies for life-long learning, which are traceable not only in the technical training possibilities for those with secondary level education but also in those of people with degrees.

Of course we also have to be aware that technical education is not an unprecedented element in the upbringing, education and training of an individual. Its preparation and laying its foundations largely depend on the efficiency of primary school training, and this is partly where the key to its success lies. It is also a question how ideal such preparatory work of the primary school of today's Hungary is, and what exactly its deficiencies are. In the spring of 2005, we started a comprehensive, three-step series of surveys at BME's (the Budapest Technical University) Department of Technical Education, which lasted for almost two years. We asked the technical educators involved in secondary-level technical training a number of questions - then, through them, we also found out the employers' opinions on the same questions. The main conclusions that we have drawn are as follows:

- the structure of the training material is not up-to-date and not practice-oriented enough;
- the number of practical classes is low;
- theory and practice should be better harmonized;
- better equipped practice workshops would be necessary;
- new and up-to-date textbooks would be in need;
- besides the training material, visual aids should also be updated;
- the periodical further education of the trainers would be vital;
- the reduction of the volume of the theoretical training material would be important;
- a better motivation of students by e.g. visiting factories abroad would be indispensable.

It should also be mentioned that it was not only the professional and technological knowledge of the students that the employers called deficient but they also criticized the communication skills of young graduates. Furthermore, a clear need for task-centered education and the practical application of theoretical knowledge could be identified.

A First Endeavour to Follow Up English Teacher Graduates of the University of Pannonia

Marietta BANKÓ
bankomarica@freemail.hu
University of Pannonia, Veszprém, Hungary

Follow up of graduates, career monitoring, alumni, and the abbreviations *AR* (Alumni System) and *DPR* (Graduate Follow-Up System) will be heard about frequently in the near future in relation to higher education in Hungary. These issues have attracted increasing attention for ten-fifteen years in Hungary, and this attention seems to accumulate and become systemic nowadays.

It was first in 2006 that it became compulsory for higher educational institutions to start introducing their DPR, in accordance with the regulations of the new Higher Education Act. The institutional DPR is to contain compulsory and optional elements, which are determined centrally. However, it is not forbidden for the universities to further improve their system for instance by adding extra elements to it. One crucial question is whether career monitoring and follow up will be treated more than a compulsory task to be ticked and forgotten once done, and also whether it will serve aims beyond the mere discharge of an obligation.

The paper centres upon the follow up of English teacher graduates, i. e. the question of researching on English teacher graduates in relation to their professional careers and to the institute from which they graduated. This constellation of research characteristics adds a new aspect also to pedeutology.

The paper thus outlines the concept of career monitoring as related to English teacher graduates, in general, and with reference to the University of Pannonia, in particular. And it also presents such a research, including its procedure and findings, carried out among English teachers who graduated from the University of Pannonia, Hungary in June 2001.

A questionnaire has been developed to serve as the research instrument. Findings are discussed in relation to, for instance, social and geographical mobility, choice of the profession, career profile, labour market position, subject repertoire, teaching load, professional aspiration, professional success, and reflection on English teacher training.

The main achievements of the research are both methodological-procedural and empirical. They are the formulation of the research concept and design, the development of the questionnaire, the data, facts and relationships as the results of the questionnaire-research, and the discussion of the implications for and the possible ways of further research.

The research also resulted in a model of English teacher competences, which is to be considered an ancillary achievement. In addition to the construction and the analysis of the model, English teachers' English language ability was paid special attention and its place was designated in the model and in the content of English teacher training.

Development of Spatial Informatics Competences of the eGovernment Users

Csaba Zoltán BÉRES
beres@ttk.pte.hu
University of Pécs, Pécs, Hungary

In the i2010 programme "A European Information Society for growth and employment" of the EU is strongly declared the importance of broadening the on-line services. According to the key role of the public sector it's specially important in the field of e-government. The paper offers a holistic approach of the educational challenges in Hungarian e-government service development in relation to three target groups: public government officers and informaticians, and citizens who use the services. As regards the multiplication of its functionalities, spatial informatics has more and more complex applications in this public service sphere. On one hand, the functionality of "back office" systems becomes more integrated, working with programs previously used just in special fields. For this reason back office work needs serious spatial informatics competences (e.g. city planning, building permissions, public areas and infrastructure). On the other hand, the e-government services are open for citizens and enterprises via internet, which requires an improved knowledge base, primarily a new kind of digital and information literacy.

Praxisbezogenheit im Deutschstudium vor und nach Bologna

Gabriella BIKICS
bikicsg@freemail.hu
Univeritat Miskolc, Miskolc, Ungarn

In ganz Europa (in osterreich genauso wie in Ungarn) findet eine Umstrukturierung des Hochschulwesens statt. Das Bologna Modell erwartet von der Ausbildung eine bessere Verzahnung von Theorie und Praxis, deshalb sollen neue, praktische Studieninhalte entstehen.

Ich stelle am Beispiel von zwei DaF (Deutsch als Fremdsprache)-Studentengruppen der Miskolcer Universitat vor, welche Moglichkeiten die Studenten haben, um wahrend des Studiums praktische Erfahrungen erwerben zu konnen. Die Arbeit mit beiden vorgestellten Studentengruppen grundet grotenteils auf ihre Projektarbeit, entwickelt zielgerichtet wichtige Schlusselqualifikationen (z.B.: Kommunikation, Kooperation, Planungs-, Organisations-, Fuhrungs-, Problemlosungs- und Reflexionsfahigkeit) und verbindet das Studium mit berufspraktischen Erfahrungen in Schulen oder bei - nach Moglichkeit - auch bei Firmen.

1. DaF-Studenten im Bologna-Modell: *Projektreferenten fur deutsche Sprache und Kultur*. Eine der groten Fragen der Ausbildung nach dem Bologna-Modell ist, welchen Wert ein BA-Abschluss auf dem Arbeitsmarkt haben wird und was die Berufseinsteiger mit diesem Diplom anfangen konnen. Durch eine Germanisten-Grundausbildung (BA) konnen die Studenten zwar gute deutsche Sprachkenntnisse (ungefahr Stufe C1) sowie kulturelle Informationen uber die deutschsprachigen Lander erwerben, aber nur eine Germanisten oder Deutschlehrer MA Ausbildung macht es ihnen moglich als Dolmetscher, ubersetzer oder als Deutschlehrer zu arbeiten. Im Rahmen von Spezialisierungen, denen in der Grundausbildung 50 Kreditpunkte zur Verfugung stehen, bieten die verschiedenen Hochschulen unter anderem Spezialprogramme mit praktischem Inhalt (z.B.: Programmorganisator, Buro-Sachbearbeiter, Koordinator, Korrespondent, Fremdenfuhrer), um die Chancen der Absolventen auf dem Arbeitsmarkt zu verbessern. Die Besucher dieser Kurse haben am Ende ihres Studiums Deutschkenntnisse auf der Oberstufe aber auch praktische Erfahrungen. Unsere Projektreferenten arbeiten z.B.: an Projekten, deren Produkte Ausstellungen, Veranstaltungen im Projektworkshop, an der Universitat oder in der Stadt sind.

2. DaF-Studenten vor dem Bologna Modell: *Lehrer fur deutsche Sprache und Kultur*. Eine Deutschlehrausbildung (MA), in der als 7. Semester auch ein halbjahriges Schulpraktikum integriert sein wird, findet an unserer Universitat noch nicht statt. Jedoch haben wir Deutschlehrer-studenten im alten, auslaufenden Bildungsmodell, deren kurzeres Schulpraktikum auch projektartig organisiert wird. Im fachdidaktischen Seminar arbeiten die Studenten zusammen Unterrichtsinhalte aus, die sie in ihrem Praktikum auch erproben. Einige Stunden werden als "Projektprodukt" auf Videokassette oder DVD aufgenommen und im Seminar gemeinsam reflektiert. Als schriftliches Projekt wird von jedem Referendaren eine Stunde aus padagogischer, fachdidaktischer, sprachlicher und kultureller Sicht komplett ausgearbeitet, analysiert und reflektiert. In meinem Beitrag stelle ich die praktischen, Projekttatigkeiten beider Studentengruppen in Wort und Bild vor.

The Development of Teacher Trainees' Competence in University of Debrecen

András BUDA
buda@delfin.unideb.hu
University of Debrecen, Debrecen, Hungary

The recently proceeding informational revolution has brought changes into the educational methods and in many cases into the classical educational structure. There are digital teacarts, interactive charts in more and more schools and the development is still going on. The devices of the informational and communicational technologies continuously offer more and more, newer and newer possibilities, services for education. Obviously well-prepared educators with adequate theoretical and practical knowledge are needed to take advantages of these opportunities. Many training courses were organized to prepare the already working teachers. The aim of these training courses is to acquaint the participants with the usage of the new devices.

At the same time it is essentially important that students from the teacher training should not finish their studies without knowing and using the modern IKT devices and the necessary methods.

How should the higher education prepare its students for the new challenges and the changing methods? What can be done for the more effective and determined usage of the IKT devices?

We, in University of Debrecen, are trying to answer these questions within the framework of a project supported by HEFOP. Our program intends to develop both the teachers, working in this profession and the students from the teacher training. For the formers we organized series of lectures, in which practicing teachers introduced the possible using of ITK devices in lessons. The lecturers did not concentrate on only one field; they presented the possible usages subject-specifically, in the context of different problematical areas. Among the audience there were teachers from different school levels, mentor teachers, university teachers and students as well. For the last mentioned group-as the emphasized target group- more practice-oriented courses were improved, in which the students could acquire knowledge from the base of preparing presentations to the making of the electronic learning materials.

The lecture intends to introduce the results and experiences of this application.

On High School Dropouts of Minority Students

Erzsébet CSEREKLYE
ecsereklye@t-online.hu
Eötvös Loránd University, Budapest, Hungary

The high school dropout rate among minority students is often much higher than that of their peers belonging to majority groups. Both qualitative and longitudinal qualitative studies have been conducted to find the reason behind dropping out of high school with compellingly different results: while qualitative studies show that the main reasons for leaving high school are closely related to school problems, like teacher discrimination, not doing well in school, or not liking school, the longitudinal quantitative studies suggest labour market related answers, like getting a job, are the most significant. This may imply that emotion as well as the success strategies of the student's social environment and culture strongly determine the decision to drop out of school.

Minority students may consider work or school related explanations adequate grounds for leaving school because of their culturally different approach to school success. John Ogbu uses the term "castelike minorities" to describe ethnic minorities who have internalised oppression rooting from institutionalised racism and are faced with job achievement ceilings and no or few opportunities for social mobility. These minorities tend to underrate individual success and consider family and community success more important.

Oftentimes, the culture of castelike minorities not only differs from the mainstream culture, but consciously refuses its values and norms. It also develops certain strategies of coping with limited opportunities, which may be incompatible with working for school success and the learning and achievement-centered attitude of the majority culture.

In case of high school students this can be especially important: this phase of life, when the majority culture confronts the ethnic culture of their peers, probably coincides with the first stages of ethnic identity formation labeled *Encounter* (Cross) or *Foreclosure and Moratorium* (Phinney), which are about the realisation of being ethnic and finding the bonds to one's ethnic group.

High achieving minority adolescents will not be accepted by their same-ethnicity peers, since they do not respect the ethnic group's subculture, nor by the peers belonging to the majority group, since they are ethnic. The high achieving minority students are often the target of all ethnic groups, and as a result become lonely and alienated. This phenomenon in the United States is called *acting white*. To protect themselves from being isolated by peers, high achieving students develop different strategies, like underachievement, applying self imposed restraints and integrating in the ethnic peer group, accepting its subculture or keeping their attitude to school but trying to keep it invisible.

In adolescence it is important to find one's close peer group and be a full member of it. For this purpose students are often ready to change their success strategies. If in the minority culture school success is unimportant or undesirable factor, the likelihood for ethnic students to drop out from high school might increase significantly.

Quantitative Analysis of the 15 Year Old Students' IT Skills

Tünde DANCSÓ

dancsot@enternet.hu

Kodolányi János University College, Székesfehérvár, Hungary

In the 21. century IT skills are integral part of general knowledge. Measuring and assessing IT skills of pupils are extremely important, because the results could assure the objectivity of the recommendations and teaching agendas concerning the content and methods of education.

Mathematical, reading and problem solving skills of 15-year-olds are assessed triennially in the PISA studies of OECD. The pupils also fill in a questionnaire based on self-assessment from which we could get to know the present state of their IT skills. We can characterize their IT skills on the basis of the answers given to the questions concerning the frequency of internet use and the execution of different operations on the computer as well as the self-confidence in using particular computer programs.

In 2006, 4 495 pupils participated in the PISA study. According to the results of this international survey, Hungarian pupils are more self-confident in electronic communication, in the usage of user applications and also in their technical skills than the OECD average. The database describes objectively which programs the pupils use most frequently, which operations they execute most confidently, and in which applications they would need more help. In using the internet the pupils are most confident in searching for informations, but they would need some help in constructing a web-site. Concerning software use they are confident in using word processors, but less so in dealing with database-manager programs. Regarding technical skills the pupils are confident executing the file operations, but they do not yet have enough experience in using anti-virus softwares.

On the basis of the family background we can get a picture of the social background of pupils with more and less developed IT skills. The PISA results can also be considered from the perspective of computer use. Those pupils, for instance, who have been using a computer for more than five years, achieved significantly better results in PISA assessments than those who only started to use a computer in the last year. Similarly, those pupils who use computer at home at least once a month also performed better than those who do not use it at home at all.

The data provides the chance of comparing the achievement of the pupils of a particular country with the international average. Content analysis of the ICT questionnaire could contribute to those subject matter developments where IT tools are used. Result imply that there is a necessity of more widespread application of IT tools in education, more programs should be in use for increasing pupils self-confidence, support electronic communication and foster self-directed learning.

**How We See Ourselves and One Another:
Educational Consequences of Some Micro Studies on
the Ethnical Identification of Teenager and Adult
Students at a Roma/Gypsy Nationality Secondary
Grammar School**

Renáta Anna Dezső
derekrena@gmail.com
University of Pécs, Pécs, Hungary

2007 was proclaimed to be the year of equal chances in the European Union, the decade between 2005 and 2015 is devoted to Roma Inclusion. One of the most important goals of this program is to establish equal rights in education for the target minority throughout Europe. There is no doubt that action for these people is essential in today's Hungary, too - but sometimes it is challenging to realize who the target group really is as they are certainly not homogenous.

The term 'Roma' is used interchangeably with *Cigany* in the Hungarian context, but is not interchangeable with the translation of Gypsy in an international context. *Rom/Roma*, means man/husband in Romani dialects whereas the expression does not even exist in the language of the *Beas* who are also perceived as a *Roma* group though they speak a dialect largely to be found in the Transylvanian territory. Roma is the newly preferred politicized, transnational term of the European Union. But Roma is a term many people in Hungary who operate outside the political sphere do not respond or aspire to.

Is the self identification of this people in Hungary Roma or Gypsy? What are their most significant ethnic characteristics? How do they differentiate those of the subgroups?

While studying the reconstruction of immigrant identities in the United States Ogbu argued that people of the same race who differed in ability from country to country could be characterized as "voluntary minorities" versus "involuntary" or "caste-like" minorities. Some results on self identification and identification of those belonging to different groups of people of micro studies carried out at Gandhi Secondary Grammar School Pecs, Hungary suggest that the Roma/Gypsy in Hungary adopt an "oppositional identity" to the mainstream culture because of the glass ceiling placed by white society on the job-success of their parents and others in their communities, failing to observe the link between educational achievement and access to jobs.

In Hungary the most essential requirement of life long learning is having the GCSE, obviously attainable during secondary education. The school examined reacts on real needs of its target group by giving them a chance to social integration and a way to become more successful at the labor market and/or further education. We are to see some models both of its approaches in education and also methods applied in practice.

Efficacy of the International eTwinning Program

Helga DORNER & ERIKA TÖRÖK LAKATOS
dornerh@ceu.hu & TOROK.ERIKA@GAMF.KEFO.HU
Central European University, Budapest, Hungary
and College of Kecskemét, Kecskemét, Hungary

The eTwinning program that Hungary joined in January 2005, wishes to integrate ICT in teaching and learning processes. Its main goal is to encourage teachers and students of European schools to establish school partnerships, organise projects through which they will be able to obtain intercultural experiences. This paper focuses on the efficacy of the international project from the Hungarian teachers' perspective and on the role of ICT supported professional intercultural communication in school partnerships.

All the Hungarian schools that have previously joined the eTwinning program were contacted by the National Agency, however the final population who participated the online survey included 65 schools. Since the main aim of the research was to investigate the efficacy of the project from the teachers' perspective data collection focused on the technical background (infrastructure at school and at home) and ICT competence of the colleagues, their attitudes towards the usage of the new generational tools and their methodological concepts connected to their implementation. The survey also concentrated on collecting data about the factors that motivate teachers to connect the eTwinning project work to their regular in-class activities and to integrate it to the local curriculum of the school. In order to deliver a more realistic evaluation of the efficacy through the questionnaire the potential sources of problems and difficulties were also mapped. Supplementary to the survey results e-interviews were carried out that concentrated on the experience teachers had concerning the at-hands activities, duties - this included the communication habits and the description and evaluation of the tools the teachers used. The quantitative data were computed by a series of statistical analyses.

According to our findings the ICT background is given, computers and Internet are both accessible to the colleagues and they are of quality. As regards the methodological concepts the majority of them uses ICT for in-class activities, however, the most frequently used forms of class activities are lecturing, teacher's explanation and frontal instruction. The results of the survey showed that the (local) cooperation between the teachers is rather rare. The attitude of the respective colleagues is positive and innovative in general. They feel enthusiastic about using ICT at school and are motivated to integrate these tools into the teaching and learning processes and are willing to learn more about the methodology of ICT supported lessons.

As far as the efficacy of the eTwinning program is concerned the results of the survey and the e-interview sessions showed locally tangible impact on the syllabi, and an indirect influence (loop input) on the staff's development. Self-perceived advancement as regards the teachers' ICT competence, intercultural communicative competence and social competence was detected. In-depth investigation (possibly in the form of action research) is still needed in the case of those teachers who according to the survey results rarely rely on the new methodological concepts such as task-based learning, learner-centred approach and methods like project work, cooperative techniques but manage successfully an international eTwinning project.

An Interview Study of Autonomous Beliefs and Behaviours of First-year English Majors at ELTE

Csilla ÉDES

edescsilla@gmail.com

**Bartok Bela Secondary and Grammar School of Music,
Budapest, Hungary**

What prompted me to carry out research in this field was that few investigations have explicitly focused on the learning processes of first-year English students at Eötvös Loránd University, and to my knowledge, the relationship between students' autonomous beliefs and behaviours has not been addressed so far. Hungarian university students are often described as rather passive and dependent learners, and teachers often feel new students do not have transferable study skills from secondary school when entering the university. This paper reports on a small-scale qualitative study into first year English majors' beliefs about learner autonomy and their actual autonomous learning behaviour. The aim of the research was to examine the nature of the belief structures of this study cohort, and to what extent and how these beliefs are manifested in students' learning behaviour. The trustworthiness of the study was attempted by triangulation of different data sources: questionnaires, interviews and teacher's notes. First, students filled in a Likert-type questionnaire, then semi-structured interviews were conducted. Ten students' views on learner autonomy were elicited and the answers of the participants to the interview questions were subject to content analysis. In addition, teacher's notes taken on students' progress, and informal discussions with participants during the term were used to confirm the findings of the questionnaire and the interviews.

On the basis of ten qualitative interviews generalizable results cannot be put forward, but this study draws our attention to the possible causes of learners' passivity towards the autonomous approach. The interviewees have expressed that getting used to the new learning environment and the new expectations takes up a lot of their time and energy. The findings also indicate that most students view a university instructor as the provider of knowledge and not a teacher who facilitates their learning. Despite problems of language proficiency, lack of satisfactory research skills and applying a limited number of learning strategies, the students show potential for enhancing their competence and take a more autonomous stance in their learning. The paper concludes by looking at the implications of the modest findings and suggests methods that could help students adopt a more autonomous approach to their learning at ELTE.

Die Änderungen des Werturteils der Studienreferendare für die Unterstufe, über der Leibeserziehung

Judit H. EKLER
hekler@mnsk.nyme.hu
University of West Hungary, Sopron, Ungarn

Forschungsschwerpunkt. Die Leibeserziehung besitzt eine Menge Werte, welche ermöglichen vielseitige Aufgaben zu lösen. Ihre Grundaufgabe ist eine gesundheitliche Lebensweise zu formen. Das andere, aber mindestens so wichtige Potenzial der Leibeserziehung ist die Persönlichkeitsentfaltung. Dessen Teil ist die Erziehung die intellektuelle und psychische Fähigkeiten die Person genauso, wie die Gemeinschaftsbildung. Ich erwähne als letztes die Werte der Körperkultur - wie zum Beispiel die Entwicklung der Fähigkeiten und die verschiedene Sportbewegungen -, als dem evidentesten Werte der Leibeserziehung.

Die Kenntnisse, welche eine Durchschnittsmensch über der Werte der Leibeserziehung besitzt, können seine Lebensweise beeinflussen. Die Kenntnisse, welche ein Studienreferendar für die Unterstufe besitzt, können sein Werturteil über der Leibeserziehung und dadurch seine Arbeit als Schullehrer beeinflussen.

Forschungsmethode. Unser Prüfverfahren war eine kontinuierliche Betrachtung unter Studenten, welche ihre Studien im Jahr 2005 angefangen haben. Wir haben sie in jedem Semesteranfang, mit einem Fragebogen, in drei Fragengruppen ausgefragt. Die Fragengruppen waren: Gesundheit / gesunde Lebensweise, Persönlichkeitsentfaltung und Körperkultur. Unsere Fragen zielten immer die Kenntnisse und die Werturteil der Studenten. Wir haben die Absicht gehabt rauskriegen, ob die, während der Studienjahren ändern.

Hypothese. Wie supponierten dass die Kenntnisse - in allgemeinen - immer tiefer wird, und dadurch auch die Werturteil der Studenten über der Leibeserziehung immer positiver wird. Wir supponierten auch, dass die größte Änderung in der Fragengruppe Persönlichkeitsentfaltung wird.

Ergebnisse. Unsere erste Hypothese wurde bestätigt. Unsere Studenten haben vielseitige Kenntnisse während ihrer Studien über Sport und Leibeserziehung bekommen. Diese Kenntnisse sind theoretisch und praktisch, und Erfahrungen welche die Studenten durch die Arbeit mit der Schulkindern beschafften. Vom Jahr zu Jahr ist zu folgen, was für Studien sie in vorigem Semester gehabt haben. Unsere zweite Hypothese wurde aber nicht bestätigt. Obwohl die Kenntnisse im Kreis Persönlichkeitsentfaltung sind auch erhöht, aber weniger, als die Kenntnisse in der anderen Fragengruppen.

Konklusion. Die Auswirkung der Inhalt der verschiedenen Semester ist erkennbar. Es kann also kein Zufall sein, dass die Kenntnisse im Kreis Persönlichkeitsentfaltung nur so wenig wuchs. Weil wir diese Kenntniskreis sehr wichtig halten, wir müssen, über der Potenzial der Leibeserziehung in die Erziehung die intellektuelle und psychische Fähigkeiten die Person, sowie in der Gemeinschaftsbildung, während der Studienjahren mehr abgeben.

**"Reforms" of the Educational Reform: Theory and
Practice in the Romanian Public Education, 2005-2008**

**Erzsébet Emese GERGELY
gergelyerzsebet@yahoo.com**

**Romanian Government, Department for Interethnic Relations,
Bucharesti, Romania**

The political changes of 1989 drew to the total change of the Romanian society concerning economy, culture and of course education, too. Many typical communist social structures disappeared, the future of Romanian society became a mystery and education hasn't been an exception. During communism the main concept of education was "the versatile, developed socialist person", and this concept wasn't substituted by a determinative one.

Another fact is that after 1989 the Romanian educational system became totally subordinated to the politics. In a centralized educational system the ministry of education has a considerate power and influence and it is a fact that the minister's nomination is always a political decision. In the last 17 years, because of the constant political changes, Romania had a lot of educational ministers: each of them had had a certain concept about "reforms" so they changed the structure of the school-year, the programme of courses, the exam requirements, the financial structures, but non of these changes proved to be determinative. Incoherence and discontinuity makes these changes useless. Often these arrangements are not part of an elaborate plan and cannot be put into practice in their original form. New correcting arrangements, new administrative resolutions are required and after a few months the original resolution will be many times modified.

This paper studies the educational arrangements of a single governmental period: how and where has been the educational system "reformed", what was the effect of these measures, what could be put into practice, and how did it influence the educational system of minorities living in Romania.

The Register of Students as a Source

Eszter HADOBÁS
eszter_hadobas@yahoo.de
University of Miskolc, Miskolc, Hungary

For the essential part of the history, for his actual origin can be said the source. Any original document can be considered as a source. The object of my study, the register of students is also a source. This study's aim is to reveal some of the academic use of these sources, with a special focus on school history.

The register of students is a document type: that registrates the fulfilment of school attendance and study obligations. It was and still is filled out on the basis of these, it is a certificate attesting the educational level.

I would distinguish two typical ways of the scientific use of the register of students. The data is possible to be approached both by examining the individual and the institution, and naturally, the two directions often meet in several common points.

The register of students are important sources for school's history researches. With the help of these documents it's possible to map the situation and the changes of education systems and parish registers give us useful informations about the schoolnetwork.

From among the documents of the schools and the public education administration - among archival substances - parish registers can be found in the most considerable quantity, and not merely for those dealing with education- and school history, but also for social history researches provide a source-material.

The register of students is equally useful to education- and to social history researches. It implies important data regarding institutions and their students too, it may shed light on the connection of education and society. Databases established from data that can be found in parish registers are not only for historians, they may be attractive for sociologists, since mapping individual genealogies with some additional information may serve these fields.

Differences between the Teachers' Thinking about Children's Cognitive Improvement

Maria HERCZ

Hercz.Maria@gmail.com

Kodolányi János University College, Székesfehérvár, Hungary

One of the most important issues of Europe's pedagogical research is the method of transformation of school education, and the specification of teachers' new roles (OECD, 1998). Nevertheless, the attitude of renewal can only be embedded to the practical teaching very slowly. The main concept of schools' elemental and methodological reconstruction is the modification of teacher's thinking and pragmatic work.

The main details of the theoretical background are: the field of the educator research is the study of teacher thinking. It is aimed at exploring the educators' mental life, the description of the thinking processes and structures occurring during the pedagogical activity and the study of the forms and structures of the pedagogical activities in the complexity of the educational process. The analysis of the teacher's knowledge turned to be the central topic of the researches.

The long-term aim of our research is to help trainings and extension trainings - within our range of possibilities - with the empirically revealed correspondences.

The present paper aims at contributing to a deeper understanding of teachers' thinking on the cognitive development of children, is a fundamental domain in education. Cognitive pedagogy provides the theoretical basis for mapping the self-perception of nursery, elementary, secondary and vocational school teachers as experts, as well as their child-concept.

In the empirical research we used the following methods: the data were collected with questionnaires (reliability is Chronbach- α 0,81) containing open tasks that asked for associations and definitions. Approximately 1500 educators took part in the research with layered sampling from all counties of Hungary in two phases. The data induction was processed with SPSS 15.0 software.

The research embraces two main questions: (1) How do teachers think about children's cognitive improvement and development? (2) Do the images of children and teachers show such characteristic features, which enable us to differentiate between various teacher groups?

We are focusing now only on the following *assumptions of the research*: (a) *Teachers' thinking about children's cognitive improvement show group specific features*, properly differentiated from each other, their child image differs focusing on cognitive improvement. (b) *The professional self-image and specialist-image of the educator, as the leader of children's development*, shows typical features of the different groups.

The field of pedagogical thinking is the study area where the characteristics of the teacher education system can be observed because the more the teachers are trained to work with younger students, the more pedagogical and psychological basis they receive, and the higher the importance of the actual teaching practice. The changes in the education system must begin in this stage.

Theoretical and Practical Aspects of Children's Literature: The Hermeneutics of Poem and Storytelling

Ágnes HORTOBÁGYI

hortobagy@gmail.com

**International Pető András Institute of Conductive Education
for the Motor Disabled and Conductor-Teacher Training
College, Budapest, Hungary**

Theorizing children's literature are facing new challenges in the whole world but even more in Hungary, where this field of study is underrepresented or not being taught at the main faculties of art, and the few devoted scholars who deal with this topic does not prevent it from being marginal in the academic field. Although in the Anglo-Saxon and German discourses nearly every theoretical school has been applied to children's literature which had a rather positive effect on the practical side of the issue, there are hardly any theoretically based texts in Hungary. However, an insightful examination of the theoretical background of children's literature can help us significantly to improve teaching methods. For instance, studying the cultural aspects and phenomenology of younger children's perception can shed light on some elements and special features of the joint experience of storytelling and poem reading, which is usually mediated first by the mother or the father. Children's poems and tales that are based on orally mediated situations often trigger the construction and forming of the subject that comes into existence in the self and the other's relationship through narratives. In reading and listening, perceived as social phenomena, one can find the very elements of hermeneutics and dialogical processes. By examining certain aspects of children's literature I would like to propose a set of theoretical ideas aiming to improve teaching practices that can be used in education.

Adolescents' Opinion about Friendship and Conscience

Attila HORVÁTH H.

horvathha@merus.hu

University of Pannonia, Veszprém, Hungary

Our workgroup did a representative survey about the moral judgments of adolescents in 1998. (N=3316) and 2004. (N=1505). It was representative of the 12-16 year old pupils' sex, school year and the type of the settlement hosting their school. One part of the questionnaire contained moral dilemmas where the pupils had to choose an answer based on what they would decide to do in the described situation. They also had the possibility to comment the situations.

In the first survey the adolescents made 7500 comments. I performed a secondary analysis on the data in order to show what kind of moral values the opinions of the adolescents represent.

Since in almost 40% of the dilemma situations the friend's (the best friend, in some cases) behavior was morally objectionable, it was natural that we had a lot of comments (875) concerning friendship. I organized these comments into different types. I paid special attention to the three situations which had the most comments. On the basis of the results it can be stated that friendship is a basic value for the majority of the adolescents and they disapprove of betraying a friend but at the same time there are occasions when they would do it.

The answers depended on the relationship between the respondents and the offender and the victim. Other studies show that pupils keep a distance from adults and do not trust them. That's why pupils are more lenient when a teacher is a victim, not a pupil.

To illustrate the motives of the decisions our workgroup constructed a model that places judgments in the dichotomy of *freedom* and *determinism*, and *assertiveness* and *submission*. Representing these contrastive terms as axes results in a field divided into four parts in the center of which the capacity of making responsible decisions can be placed. This central point is perfectly balanced by the four tendencies.

All together 55 comments contained the term 'conscience', including compounds and special phrases with this meaning. (Note that in the Hungarian language, unlike English, these words have the same root). About half of them uses it meaning 'remorse', 'sense of guilt'. Most adolescents considered the term 'conscience' to be in strong connection with the term 'remorse'. For others it appears in the meaning of 'judge'. It can also be seen that conscience plays a preventive role in the pupils' thinking.

Entwicklung der Kompetenz von Informations- und Kommunikationstechnologie in der Praxis - Digital Videoediting in der Lehrerbildung

János JELLI
jelli@avkf.hu

Apor Vilmos Catholic College, Vác, Ungarn

Wir leben in einer Informationsgesellschaft und zu unserem alltäglichen Leben brauchen wir immer mehr Informationen. Die traditionellen Bildungsrahmen sind in unserem Zeitalter immer weniger geeignet zur nötigen Weitergabe des Wissens. In unserer heutigen Gesellschaft erhalten diejenige Fähigkeiten den Vorrang, mit deren Hilfe wir auf die Herausforderungen der Zukunft antworten können.

Die "eEurope - An information society for all" bildungsinformatische Strategie legt neben der Verbreitung der umfassenden Internetvernetzung und der Erschaffung der technischen Voraussetzungen einen grossen Wert auf die Entwicklung der Humanressourcen und auf die Gestaltung der Fähigkeiten. Im Rahmen der Bewerbung *Verbreitung der kompetenzfundierten Lehr- und Lernprogramme in der Lehrerbildung (HEFOP 3.3.2)*, die mit der Mitfinanzierung der EU ausgeschrieben worden war, hat die Apor Vilmos Katholische Hochschule sich zum Ziel gesetzt, fachspezifische Programme wie umweltbewusste Erziehung, Kunsttherapie und Filmlaboratorium auszuarbeiten und diese ins Unterrichtssystem einzuführen.

Neben der inhaltlichen Entwicklung der Lehrstoffe hielten wir es in den oben benannten drei Themen für wichtig, bezüglich der Verwendung von elektronischen Lehrstoffen und IKT-Mittel die Kompetenz unserer Studenten zu entwickeln. Bei der Ausarbeitung der fachspezifischen Programme, Lehrstoffe, praxisorientierten Methoden und Bildungsformen haben wir uns das Ziel gesetzt, die Aktivitäten von Studenten, die Organisationstechniken für das Lernen, die Diferenzierung und die neue Informations- und Bildungstechnische Mittel zu verwenden und zu integrieren.

In meinem Vortrag möchte ich das Konzept des digitalen Filmlaboratorium und Videoediting vorstellen, bzw. die Möglichkeit und die ersten Erfahrungen zeigen, wie sie in die Lehrerbildung integriert werden können. Unsere methodologische Erneuerung ist gezeichnet von der Entwicklung der IKT-Kompetenz, von der Verwendung der neuen technischen Mittel und des e-learning. Unsere praxisorientierten Programme tragen dazu bei, dass die Pädagogen der Zukunft den Herausforderungen des XXI. Jahrhunderts gewachsen sein können.

Religious Education

János Tibor KARLOVITZ
bolkarlo@uni-miskolc.hu
University of Miskolc, Miskolc, Hungary

Schools experience demographic changes that reflect not only racial and ethnic growth, but also religious diversity (Haynes 1990). In addition to Protestant, Catholic, and Jewish faiths, a number of other religions now are represented in schools. This religious diversity requires teacher candidates to understand religious practices that are different from their own ones. Teachers have to be aware of religious diversity and the influence of religion in the community which they work for (Gollnick and Chinn 2002). When teacher candidates read about multicultural literature and religious diversity, they broaden their knowledge about the experiences of different religious groups all over the world today.

Certain religious practices are usually adapted in schools of European countries in everyday life, like cultural elements in celebrating religious holidays, in educational activities or schools menus etc. In European countries there are few central regulations concerned with possible adaptations to the organisation of their daily life at school in recognition of religion. Adjustment of this kind most commonly occurs at the discretion of the school itself, or may be made by education providers, such as municipalities, in the event of broader local demand. The ways in which arrangements and practice of this kind are implemented again vary widely from one country to the next. Some examples of formal adaptation with respect, first of all, to *religious holidays* are not referred to the school calendar or timetable that are cited in the national contributions.

Nevertheless in Hungary the religious diversity is not as important as in the USA or in Western-European countries. There was a long time of socialism in Hungary when ateism was obligatory in our schools. This effect is present in Hungary in everyday life. Nowadays people do not speak about religion issues with pleasure, although the effects of religions can be seen in literature (novels, poems), arts, buildings, churches, in our festivals (Christmas, Easter, Whitsun), in the abbreviation of the time: B.C. and A.D. (before Christ and Anno Domini), in traditions, in values, sometimes in eating habits, too etc.

We think in Hungary there is not any intolerance about religious questions in everyday life, but more tolerance is needed from teachers at schools, especially managing of smaller denominations. We need to have more knowledge about religions, meet representatives of several churches, know the role of religious organisations in the history and in the culture. The moral teaching of (historical) churches contains a lot of human and filantropist ideas, that make the life of mankind better. Not only for religious tourism or for charity religious education are important in schools, nowadays, in Hungary.

Der Bologna-Prozess und die Genderfragen. Neue Impulse für die Hochschulreform

Erika KEGYES

kegyera@gmail.com

Universität Miskolc, Miskolc, Ungarn

Gender Studies sind einerseits als Verankerung der Geschlechterfragen, andererseits als eine Einbindung der Chancengleichheit in die Unterrichtspraxis, sowie eine nachhaltige Auseinandersetzung mit Genderfragen zu interpretieren. Diese Paradoxie aufzulösen, ist die Aufgabe der Integration der Gender-Studien in den Bologna-Prozess. Gender kann in gestuften Studiengängen (BA, MA) studiert werden, in Projekten kann die gendersensible Didaktik und Methodik erprobt werden, die praktischen Erfahrungen und die empirischen Ergebnisse können als neue Impulse in die Gender-Studien eingefädelt werden.

Unter gendersensibler Didaktik wird verstanden, dass im Unterricht auf genderrelevante Fragen eingegangen wird, in vielen Fällen auch dann, wenn in den angewandten Lernmaterialien auf dieses soziale und kulturelle Problemfeld nicht hingewiesen wird. In der einschlägigen Literatur wird gendersensible Didaktik definiert, "als eine bewusste Erweiterung der Aufmerksamkeit auf alle Fragen, die sich im Zusammenhang mit dem Geschlechterverhältnis in der Gestaltung von Lernprozessen ergeben" (Gindl / Helfer 2006). Genderkompetenz ist als eine Fähigkeit zu definieren, die sich aus Basis-Genderwissen aus den Bereichen Soziologie, Sozialpsychologie, Psychologie, Kommunikationswissenschaft, Pädagogik usw. interdisziplinär zusammensetzt, und eine Kompetenz voraussetzt, die ein bewusster, stereotypenfreier Umgang mit dem sozialen und kulturellen Bild über die Geschlechter ermöglicht. Gindl / Helfer (2006) formulieren: "Gendersensible Didaktik versucht, bewusst zu machen, dass wir alle über die Kompetenz verfügen, genderrelevante Prozesse bewusst mitzugestalten, und liefert Vorschläge, wie diese Kompetenzen gestärkt werden können".

Im Zusammenhang mit dem Bologna-Prozess wurden auch die Curricula im Studienbereich Gender überprüft und neugestaltet. Dabei wurden die folgenden zentralen Voraussetzungen artikuliert:

1. Unterstützung der Herausbildung und Entwicklung von Genderkompetenz durch die Lernmaterialien (z.B. das Bild der Frau und des Mannes in den Lehrbüchern und Arbeitsbüchern, vor allem in der Muttersprache und Fremdsprache soll stereotypenfrei gestaltet werden).
2. Unterstützung von Gendersensibilität in der Planung von Lehrangeboten: BA und MA Studienangebote im Bereich von Gender Studies vor allem in der Pädagogik und Germanistik (besonders betont wird dabei die Funktion der Sprache und des Sprachgebrauchs).
3. Unterstützung von Bildungsprogrammen in der Jugendausbildung und in der Weiterbildung von Erwachsenen, die Genderkompetenz in ihrer konkreten Ausprägung entwickeln (z.B. Seminare zu Genderfragen, Vorlesungsreihen oder Abwicklung von neuen Gender-Projekten).
4. Unterstützung von Forschung der Genderkompetenz (z.B. Konferenzen, Tagungen und die Förderung wissenschaftlicher Studien, Seminararbeiten und Diplomarbeiten).

In meinem Beitrag wird aufgezeigt, wie diese in die pädagogische Praxis umzusetzen sind, und welche Inhalte in den BA/MA Gender-Studiengängen in Deutschland, in Österreich und in der Schweiz herausgearbeitet worden sind, um diesen Voraussetzungen entsprechen zu können. Auch die Chancen und Möglichkeiten ungarischer Gender-Studien werden diskutiert.

Gender in Textbooks

Orsolya KERESZTY

keresztyorsolya@yahoo.com

University of Kaposvár, Kaposvár, Hungary

Scholarly works on education in Hungary usually fail to do gender-sensitive research. 'Gender studies' as a scientific field, approach or perspective is highly neglected in the field of education in Hungary. The absence of research and available scientific data on gender issues in education, combined with a lack of gender awareness, knowledge and openness towards gender theory as means of social criticism applicable in the fields of social sciences and pedagogy, allows actors in the field of education to claim that there are no gender inequalities and discrimination in schools and that the gender dimension is irrelevant in education.

There have been several research studies focusing on gender roles in textbooks in Hungary. Researchers have shown that textbooks mostly represent the experiences of men and boys, which is considered the norm in them. The experiences, ways of thinking and knowledge of girls mean something 'different' from that. This is problematic, because in this way very little and limited space is ascribed to women and girls, which also mean rendering invisible a large part of people's experience that is usually associated with women, though could be with both genders.

My paper addresses the gendered dimension of textbooks as parts of the 'hidden' curriculum in the process of the formation of subject-specific skills and identities, focusing especially on elementary level textbooks, and particularly how the world represented in textbooks render prescribed, divided and unquestionable spheres for both boys and girls in the process of learning and knowledge production. Besides drawing on the relevant Hungarian and mostly English literature I argue that though there are some 'alternative' examples of gender representations in textbooks, which aim to differ from mainstream representations, these cannot be considered as a general and conscious practice yet. Traditional approaches of gender roles, family and educational situation dominate the textbooks.

Theory and Practice in the Education of Informatics

András KESZTHELYI
kea@turul.banki.hu

Budapest Tech Polytechnical Institution, Budapest, Hungary

Our department, the Department of Organization and Management, at Budapest Tech, Keleti Károly Faculty of Economics, has been responsible for the education of engineer manager students on Organization and Information Technology first of all for about forty years. The names of our department, our faculty, even the name of our school has changed several occasions but the basics remain the same: we try to give our students a valuable, up-to-date knowledge, a practical knowledge built upon theory. So the different fields of informatics take an important part in the education.

Our computer lab containing 24 personal computers is rather old. These PCs are P4 Celerons with a clock speed of 1,5 GHz and with a RAM of 512 MB. The local network is a 100 Mbit ethernet. The operating system is Linux (Slackware distro), as the most known free operating system.

The main kinds of computer usage in the education is performed at three different levels. The basic is the semi-professional usage of the most important office softwares: word processor and spreadsheet. The second level is applied basics, when we use these tools in the classes, e.g. almost all exercises in Controlling are to be solved by spreadsheet. The third, advanced, level is the use of special applications, e.g. the ERP Infor:COM.

Theoretical Reasons. Using free softwares is a way of life not only in the private life but in the business as well. The most important benefit of free softwares is the improved security. Users can have the most authentic documentations: the source code itself. They are permitted not only to use but to modify the software in any way as well. In addition free softwares are free of charge, too.

According to the Campus Licence, between the Government and the Microsoft, we at Budapest Tech could use MS Windows and MS Office free of charge if we want. However we have no guarantee for the future. If Campus Licence ends we will have enough experience in using Linux and other free softwares.

Practical Reasons. Besides the less hardware requirements we have the benefits of easier lab management with higher efficiency. Linux installed on one computer can be cloned to the others even if they have different hardware configuration without any special software tool. When I re-installed the lab last time it took approximately an average of four minutes to clone a single machine. If the cloned Linux starts all other necessary settings and additional installations can be performed remotely and in batch mode, also without any special software tools.

We want our students to see free softwares in practice, their capabilities and usage, the differences between MS and free solutions. The first step is the most difficult so we try to make it easier for our students. Even running of MS softwares is easier, because we need and have a (one) Windows 2003 server on which MS softwares can run remotely with the rdesktop utility.

Als Anthropologin im Kindermuseum

Dorottya Kiss

dorottyaiona@gmail.com

Univerität Miskolc, Miskolc, Ungarn

In meinem Vortrag möchte ich über meine 16 wöchigen Fachpraktikum in Labyrinth Kindermuseum Berlin sprechen. Dieses Fachpraktikum konnte ich im Ramen Leonardo da Vinci Mobilitäts Projekt machen. Das Projekt wurde von Artemisszió Stiftung unter dem Titel "Treffpunkte: Verbindungsmöglichkeiten zwischen Sozialarbeit und Kulturanthropologie" gegründet.

Das Labyrinth Kindermuseum definiert sich als Kindermuseum, als außerschulischer Lernort. Die Tätigkeit des Kindermuseum bedeutet eine andere Ansicht, gegenüber der ungarischen Museumpädagogik, die ich bis jetzt kennengelernt habe.

Das Kindermuseum ist ein selbständiges Museum und es funktioniert nicht zusätzlich, neben ein Museum für Erwachsene, wo das Ziel ist, die Kuntsgegenstände kennen zu lernen, sondern das ist ausdrücklich für Kinder. Die Idee des Kindermuseums stammt aus der USA und ist im Zusammenhang mit dem Namen John Dewey zu erwähnen. Das Labyrinth Kindermuseum ist ein "Machmitmuseum", das bedeutet die Kinder können alle ausgestellte Gegenstände berühren, sie können alles ausprobieren, "spielend entdecken, (be)greifen und lernen".

Das Kindermuseum ist seit 1997 ein außerschulischer Lernort für Kinder, Familien und Pädagogen und es arbeitet mit Methoden des handlungs- und erfahrungsorientierten Lernens. Im Zentrum der pädagogischen Arbeit stehen wechselnde Erlebnisausstellungen für Kinder zwischen drei und zwölf Jahren. Die Angebote des Kindermuseums tragen dazu bei, die gesundheitliche, soziale und kulturelle Bildung von Kindern zu fördern.

Das Labyrinth Kindermuseum veranstaltet auch Geburtstagsfeier für Kinder, verschiedene Projekte in Kitas und Schulen, und Fachtagungen und Konferenzen für Pädagogen und Eltern.

Ich möchte in meinem Vortrag die im Labyrinth Kindermuseum gesammelten Erfahrungen vorstellen.

Comparative History of Museum Education

Zsuzsa KOLTAI

koltaizsuzsa@yahoo.com

University of Pécs, Pécs, Hungary

Roles and tasks of museums changed a lot during centuries. Private collections of curiosities - called "cabinets" or "wunderkammers"- became common in the XVII. and XVIII. centuries. From an another aspect nowadays museum is a development of the last century, stimulated by the great world fairs. From the middle of the XXth century the requirement of the entertaining function of the museums appeared. In the last couple of years a new expression arose, expressing correctly the new current tasks of the museums. That expression is "edutainment", a contraction of the words entertainment and education. To teach by entertainment or to entertain by teaching, the order is interchangeable, the meaning of the expression comes to the same thing. Nowadays the museums are meeting-point for professionals, people and artists, and people and scientist. By the beginning of the XXI. century the museums' traditional task-system, which included 3 items before (collecting, conserving, exhibiting) has been widened with new functions. Nowadays museums have to take part in building local communities, in preservation of local traditions and in strengthening of local identity. Beyond that museums have important role in the preservation of the identity of national and ethnic minorities. In the last couple of decades the relationship between museums and society have transformed. All over the world relations between museums and public became much more direct and expansive than it had been before. This paper focuses on the changing role of museum concerning education and compares the European the North American ways of development of museum education.

The "Paradoxical Stage" of Teaching: What Makes the Classroom similar to the Flamenco Performance Arena?

Rosamaria Cisneros KOSTIC

Rcisner1@unm.edu

University of New Mexico-Albuquerque, USA

The art of Flamenco dancing lives and dies on stage. Flamenco is a political art form that offers insight into the elusive culture of the Gypsies. This paper looks at the relationship of dance and education and how the mind/body connection can construct an identity that allows students to engage in critical thinking and active reflection. Identity in my classroom is constructed through the Four Gypsy P's (Passion and Patience)(Presence and Practice). The paradoxical nature of Flamenco dance and the similar negotiations made within the world of teaching, run parallel to the paradoxical stage that exists within the classroom. My paper takes an interdisciplinary approach to the symbolic imagery of Gypsies while it explains that dance is human behavior composed, which can highlight intolerance, discrimination and gender issues. Dance is a series of motions with an organized intention that has an aesthetic and inherent value. I explore how flamenco is culturally patterned and connected to the human history of the Gypsy culture and the Romani injustices. Dance is an empirical indicator of the body's history and my paper reveals that the classroom is a "stage" where teachers can dance with the Four Gypsy P's and engage in critical thinking dialogues.

The Importance of Experiential Learning Techniques in Preparing Students of Helping Professionals

Zsuzsa KÖMŰVES & János Endre KOVÁCS & János KISS

komuves@nyf.hu & altamira960@yahoo.com

**College of Nyíregyháza, Hungary & University of Debrecen Faculty of
Health, Nyíregyháza, Hungary**

In this presentation we discuss the role and difficulties of experiential education of helping professions in the higher education. We have gained our experiences from teaching 2nd and 3rd year students at two colleges of Nyíregyháza (Eastern-Hungary). Although training helping professionals did not have a long tradition in these colleges, they became popular in the local social and economical context due to the political system change in 1992. Since the early beginning in the nineties, curricula have been emphasizing the development of both specific theoretical knowledge and practical skills, as the primary aim for instructors. These courses - without their own proper models - show strong similarities to the education of psychologists.

The cultural environment from which their students came and the experiences of former years in secondary and primary schools were not favorable for methods and means of experiential education.

Trainings of the following professions were analyzed: social worker, social educator, nurse, health visitor, ambulance officer. Training groups consist of 10-18 persons. The length of teaching was 20-50 hours per semester. Groups were instructed mostly by only one teacher, who generally was a psychologist by profession. The methodological background was rather eclectic: role playing, simulations, case studies, psychodramatic encounter, Gestalt and OD techniques were also used and combined. Social skills, professional communication skills, counseling or conflict handling were targeted as the goal of development.

Although preliminary diagnosis of input skills was not defined as a precondition to the courses, we could gather data on psychological features (of tests [CPI, Super, SIT] and other short questionnaires, and scales developed in Hungary). These show unbalanced personality structures, low levels of social skills, weak professional commitment, and unclear system of values.

Stated expectations of the students were "having fun" or "getting to know groupmates" more often than "improving skills". They were afraid of "personal failure in a role playing exercise" much more than "failure in a real-life professional situation".

During experiential learning sessions, the above mentioned fears usually manifest as resistance against "silly plays, unreal situations", indignation caused by the unusual role of the teacher/trainer, or arguments against the soundness and usefulness of such techniques. Identification with the professional role, however, weakens their resistance to, and this acts as a positive feedback.

Leistungsangst in der Schule und die mögliche Ausdeutungen

Mária LUBINSZKI
lubinszki.maria@chello.hu
Universität Miskolc, Miskolc, Ungarn

"Sie dürfen nie und niemandem glauben, dass es das Leben mit grossen Buchstaben gibt. Sie haben "nur" ihr eigenes Dasein" - sagte mir einmal einer meiner Lehrer. Dieser Gedanke hat mich dann auf viele wichtige Dinge verwiesen. Zum ersten Mal darauf, dass wir in der Gegenwart, im "Da" leben können; wir müssen den Mittelpunkt unserer Ek-sistenz finden; die Offenheit, und damit alle eigenen Möglichkeiten und Seinsweisen. Das Geheimnis vielleicht, zu wissen allein gehen zu können. Wenn wir "Da" sind, sind wir in-der-Welt, und können den schwierigsten Fragen gar nicht ausweichen: leben wir unser eigentliches Leben, sind wir Da, oder nicht? Alle diese Fragen sind im tiefen Zusammenhang mit Angst, Schuld und Gewissen. Diesen Punkt kann Psychoanalyse, Philosophie, Anthropologie und Daseinsanalyse produktiv treffen. Es gibt in diesem Gebiet mehrere Schwierigkeiten, die wir klar sehen müssen: der Begriff der Angst bedeutet etwas ganz anderes in der phänomenologischen, ontologischen Auffassung, als zum Beispiel in der Psychoanalyse. In diesem Referat fokussieren wir in diesen verschiedenen Hinsichten auf die Grundlagen der Leistungsangst in Daseinsanalyse und Existenzphilosophie, mit den wichtigsten Momenten für die Pädagogie.

Die Pädagogie hat die Möglichkeit, einen Zugang zum Phänomen Angst zu finden. Angst ist eine Grundbefindlichkeit des Daseins, so ist es immer anwesend. Die Angst hat eine zweideutige Natur: sie kann produktiv oder lähmend sein. Wo es Angstfreiheit gibt, dort ist eine besonders intensive Angstabwehr zu finden. Es geht hier um die Frage unseres Lebens: unsere wesentlichen Möglichkeiten zu entfalten.

In der Psychotherapie erscheinen die oben untersuchten Dimensionen der Angst vereint: weil das Dasein als Ek-sistenz immer ganzheitlich ist. Der Mensch verliert sich selbst, wenn er seine Verpflichtung vernachlässigt, und in diesem Sinne wird er schuldig, und es "kommt" der Ruf des Gewissens. Angst, Schuld und Gewissen sind untrennbar voneinander. Nach der existenzial-ontologischen Grundlegung der Daseinsanalyse wird der Mensch von seinen Möglichkeitsbedingungen hin untersucht, als Offenheit der In-der-Welt-sein. Der Mensch darf nie ein Subjekt sein, und die Welt darf nie als gegenständliches Draussen, als Objekt betrachtet werden. Wir verfehlen das Phänomen der Angst wenn wir sie nicht als ausgezeichnete Befindlichkeit des In-der-Welt-seins verstehen, was uns ermöglicht, das ganzheitliche Sein zu erfassen.

Wenn man nie die Selbstverwirklichung erreicht, fühlt man immer Angst und Schuld. Angst wird dann neurotisch, wenn der Mensch die wichtigsten Verpflichtungen vernachlässigt.

Antropological and Sociocultural Aspects of Learning English by Young Learners

László MAGOCSA
lmagocsy@gmail.com
József Eötvös College, Baja, Hungary

Having quite a good practice in teaching and observing EFL classes in different countries (China in 2006, Portugal in 2007 and Croatia in 2007) I have decided to investigate some sociocultural and anthropological aspects of L2 acquisition.

As my main orientation is English language teaching and learning concerning very young age, further in this paper I would like to pay special attention to this particular age group and see how anthropological and sociocultural factors may influence the very young learners' acquisition.

First of all it is necessary to mention that the very young learners' second language acquisition itself and in our case speaking particularly about the acquisition of English is socioculturally dependent.

Earlier there was experienced big effort even in kindergartens to teach the children a particular foreign language and there were published great amounts of papers dealing with teaching and learning English. At conferences speakers showed imposant familiarity with the methodology and psycholinguistic aspects of the acquisition of the language.

At the level of scientific approach everything was of higher quality but concerning the everyday classroom work in the kindergartens, the effectiveness of the effort put into the acquisition was questionable.

Probably some sociocultural aspects played a significant role in the mentioned attitudinal and even behavioral phenomena concerning the language to be acquired. Later in my paper I would like to shed light on these aspects too. There was put incredible effort on learning the grammar of the language and interaction took very rarely place in the classes. At a result, the learners, even in the senior classes of the primary or secondary schools could not use the language for communicative purposes. The majority of them was not able even to ask for a glass of water using the target language. My presentation offers answers to the question of how intercourse can be facilitated.

"Bridging" cultures, instead of "gapping" them is also a phenomenon I would like to talk about. The impact of the Bologna process on the effectiveness of EFL acquisition has also been covered just like some projects the main goal of which is to facilitate EFL learning. This socio-cultural approach gives of course a frame for implementing the mentioned directives. The content within this frame is to be worked out according to specific cultural and anthropological characteristic features of the given country where the investigation is going on. This diversity and its consideration make the whole Process colorful and really feasible. The questions are:

- where do the specialists come from to carry out the mentioned researches;
- what findings are provided for the specialists to do research;
- how can research results be implemented in the kindergarten L2 acquisition practice,
- how can teachers, dealing with very young learners, be prepared;
- how can curriculum developers and syllabus designers cooperate with researchers.

Observations at a Danish Folk High School

Zsombor MARTIS
zsob@freeweb.hu

University of Miskolc, Miskolc, Hungary

Folk high schools in Denmark are parts of non-formal and adult education. Establishing folk high schools in Denmark was initiated by Severin Grundtvig. There are such schools in Denmark, Sweden, Norway and Germany. This paper describes the place of these institutions in the educational system. What is the aim of folk high school education? What kind of pedagogic methods do they apply? It searches for the answers through introducing the Odder (Jylland) Folk High School, and tells individual experiences as well. It presents the advantages and disadvantages of different educational methods. Hopefully this presentation will provide some useful information about folk high schools and present a new perspective.

Usage of Different Drugs among Secondary School Students

Csilla MÁTÓNÉ SZABÓ

szabocs@uranos.kodolanyi.hu

Kodolányi János University College, Székesfehérvár, Hungary

In post-modern society, family relations have remarkably been modified and the youth's social status has significantly changed. The generation gap between parents and children has increased, due to which parents are not able to give appropriate behavioural patterns to their kids. Simultaneously, more and more youngsters reject the way of life and the values offered by their parents. In our changing society, youngsters less frequently have confidence in their parents; if they have problems they more often seek for support among peers. But without satisfactory solutions, teenagers may get into identity crisis and take on deviant behaviours such as smoking, drinking and drug taking.

Getting familiar with all these three health risk behaviours, smoking and using alcohol and narcotics, usually occurs in adolescence. It means that conditioning phenomena which link smoking, drinking and drug taking with pleasant effects, such as chatting with friends, relaxed state, releasing pressure and anxiety, might be fixed during puberty. For teenagers, peer group values are getting more and more essential. Taking part in the life of the peer group is a significantly important learning process for adolescents; however it can also cause taking over health risk behaviours. According to several researches, a conflict family, lack of family control and support, parents' education and jobs, school failures and exclusion, rejecting school values and rules, social network, peer group values and norms, and the best friend's effect are the most fundamental predictors.

Researchers say that children start smoking at about the age of 11; however the number of smokers strikingly increases during secondary school years. Some claim that smoking is the most spread legal drug in modern societies and in Central Eastern European countries about 50% of teenagers smoke - without significant difference between boys and girls. As far as alcohol is concerned, most kids taste alcohol at the age of 12-14, the number of regularly drinking students is remarkably growing during secondary school years. Although researches reveal that girls drink much less than boys, teenage girls drinking show growing tendency as well. The use of narcotics links the least to school and the most to free time activities, especially discos and parties, which means that although teachers meet this health risk behaviour very rarely, it is rapidly spreading among teenagers and often equalized with freedom in teenage thinking. Despite the fact that school may have both benevolent and unfavourable influence on students' personal development and health, most researches on school deal only with efficiency of teaching.

The mini-research, the pilot measure of the main research, was done in a middle-sized town in Hungary, the participants were secondary (grammar) school students (n=68) attending 9th and 12th forms. The method of data collection was self-administered questionnaire which contained various items, besides free time activities and social status, on appearance and deviant health risk behaviours, as well as secondary school teachers' reaction to them. Corresponding to the suggestion in literature, all the three health risk behaviours show growing tendency during secondary school years. As for teachers' reaction, in spite of numerous courses on prevention and conflict management at school, unfortunately most teachers' respond to students' health risk behaviours is strict punishment.

A Comparison of the Categories of the Higher Education Quality Award and Award for Vocational Training in Hungary: A Possible Way to Knowledge Accreditation

Dóra Mócz

mdora@mail.kodolanyi.hu

Kodolányi János University College, Székesfehérvár, Hungary

The introduction of the Bologna higher education structure and the perspectives of the establishment of the framework of the European system of education draw our attention to the establishment of programmes meeting quality criteria and to the development of transition between different courses.

In my presentation I would like to show the previous processes and specialities of the Hungarian Higher Education Quality Award and the experience and activity of the quality projects of Kodolányi János University College.

I am dealing with the following problems in detail: how the quality approach has become generally accepted in education and in higher education, the existing award models in Hungary, the job of the consortiums supervising quality tasks, regulations of the higher education act referring to quality tasks and the higher education quality award system deriving from these regulations.

The regulation of the programmes related to life-long learning is closely connected to this question through the system of criteria of the Niveau Award for vocational education. The harmonization of quality systems enables the development of institutional programmes for knowledge accreditation and its try-out in practice.

Current Issues in Samuel Brassai's Language Pedagogy

Erzsébet MOLNÁR
molbeti@gmail.com

University of Miskolc, Miskolc, Hungary

This presentation concentrates mainly on setting forth Samuel Brassai's views regarding language pedagogy, emphasizing his general pedagogical principles and his methodological theory.

Our age has an interest in language learning and growing demands require familiarity with methodology, the history of language teaching, and the expansion of research into language teaching and learning. We fail to see the whole picture of the development of any discipline if we have no knowledge of its past and of the work of our ancestors. It is especially important to explore, and to map accurately, Brassai's language pedagogy since we continue to seek pedagogical methods and solutions that are the most effective possible.

I will analyse how new his views were concerning general and language pedagogy in his day, and how much of a novelty they were compared to his predecessors' work.

I also would like to suggest that Brassai's views regarding language teaching were decades ahead of his age, and his work was the prototype of the Direct Method, associated with Wilhelm Viëtor.

Finally I argue, in summarising and analysing his views, that his principles and practices concerning general pedagogy and language pedagogy are very important because they remain valid today. His modern thinking is shown that his concepts are expressed in the holistic communicative language learning. According to it during the learning process the whole personality, his ability, knowledge is being developed and made complete through exercises involving senses and emotions. He emphasizes that in the learning process students have to have an active role; and also the importance of context and content based tasks that is one of the principles of CLL. Considering the principle of grading he emphasizes that the teacher has to choose the material, the method in accordance with the different level of the development of the students.

He found the role of age important, this principle also shows his modern mind. He could be the predecessor of life long learning of our age, his whole life is the example for this. Affective Factors play a great role in the interpersonal communication as it greatly influences the teaching-learning relationship. He recognises it and also emphasises the student-centered teaching and that the students individual features should be considered during the teaching-learning process.

His guiding principle was that the purpose of education is to create a good individual and citizen. In his view, this depended upon a curriculum appropriate to the age, according to sound methods. Brassai wanted principally to teach his students to think; he had both theoretical and practical ideas for the reform of public education. In most of his writings he stressed the need for competent teaching, based on a firm understanding of teaching methodology, and on persistent and patient work.

He expounded his views on language-teaching comprehensively in *Die Reform des Sprachunterrichts in Europa - Ein Beitrag zur Sprachwissenschaft* (1881). That sentences are the basic units of language; that words should be introduced in context, not in isolation; and that the verb is the real pivot of the sentence were axiomatic to him. He emphasised the importance of teaching pronunciation, the inductive teaching of grammar, and oral communication.

He is rightly called the last Transylvanian polymath and the great teacher of the nation, the first methodologist of our country, and a textbook writer of European stature.

A Study on the Explicit and Implicit Norms of the Pedagogical Role Regarding the Contents Appearing in Role-plays

Ágnes NAGY

nagyagnes3@citromail.hu

University of Miskolc, Miskolc, Hungary

The role of a teacher is a complex phenomenon, which can be examined and analysed from different aspects. Some studies on teachers' behaviours are functional approaches, which analyse them as the intermediary of norms in society as well as the social expectations related to the educators' roles. Other studies approach teachers by means of role behaviours which are observed, while examining teachers' behaviours and the way they teach and the style they educate. Another approach is a combination of the former ones, which focuses on comprehending and examining the synthesis of function and role behaviour.

Understanding the relationship between role and personality is also of high importance in the analyses of different roles. Most approaches emphasize how important the personalities' shaping effect is. It is between the expectations of social network and the real behaviour or role performance where Allport places the personality as a modifying factor, which "masks" the role i.e. adapts it to itself, thus affecting the whole role-behaviour.

However, at the level of role-play it must be taken into consideration that the personality and the role are in close connection, therefore in the shaping of behaviour some factors are of high importance: explicit expectations, emotions and moods of the individual as well as other characteristic features of the personality.

In our investigation we made an attempt to distinguish personality from role in real behavioural situations. We examine the methods of how pedagogical situations are solved by means of normative and emotional factors. The research was done on experienced teachers, who had participated in training courses with the aim of developing personality.

The people examined made their own "teacher's mask", and then by using it they were given the opportunity to solve and play previously chosen pedagogical situations. The role-plays in masks were observed and their contents were analysed on the basis of viewpoints determined earlier by "outsiders".

By making masks our aim was to apprehend, symbolise and analyse the very aspect of the role which emphasises the moods and emotions of the personality and the contents of the teacher's role. The teacher's mask is the kind of projective surface, which gives individuals the chance to manifest and recognize the contents of the conscious and unconscious as well as the emotions and fears in connection with their roles. While they are creating their masks, we can follow the process of how personalities mask themselves, i.e. they adjust the role more and more to themselves by adding the elements of their emotions and moods.

In our lecture we are going into details in the following fields: the research analyses of normative factors; the expectations regarding various pedagogical situations; the different methods of handling conflicts; teachers' styles and the ways they behave and their categorizations. The emphasis will be put on the comprehension of the effects that masks have, proved and supported by authentic experiences from the former personality development courses.

Seeds of Equality in Musical Education

Brigitta NAGYNÉ ÁRGÁNY

argany@freemail.hu

University of Kaposvár, Kaposvár, Hungary

The psychological researches of the nineties pointed out that the intelligence measured with different tests not as determinative in a human being's carrier as the factors, which can be developed and taught. Among these the emotional intelligence (EQ) and the social skills are in the central. In the last few years our educational system put the competence based education forward, the final aim of which - beyond the transmitting of the knowledge to develop skills, which help the next generation to find their individual emergence. In general everyone accepts the indispensability of the art-education and its prominent role in the emotional and psychical development, but it is increasingly dropping out of our educational system. The favourable effect of the experiment acquired in the learning of music is known as a favourable effect for studying other subjects, the transfer of the effect of the learning from one place to another is scientifically proved for a long time. The personality development effects inherent in music and the music's transfer effects inherent should be used much more intensively, they could be used as a catalyst for the fighting down and prevention of disadvantages, and in the long run for the expansion of the chances. Present study shows a few musical educational effort (longer and shorter times), underlining their actuality and central elements. Paying special attention to the fact how these programs could help growing up children' more widespread skills development and expansion of their chances in the widespread social, first of all with the support of educational policy.

Untersuchung psychomotorischen Fähigkeiten im Vorschulalter

Orsolya NÉMETHNÉ TÓTH
torsolya@freemail.hu

Universität von West-Ungarn, Szombathely, Ungarn

Der Übergang vom Vorschulalter, vom Kindergarten bis zum Anfang der Schule ist nicht immer problemlos. Man muß ganz genau wissen, ob das Kind reif ist oder noch nicht, den Lernprozess in der Schule zu beginnen. Das Einschulungsalter ist in den verschiedenen Ländern auch verschieden, liegt üblicherweise zwischen dem 5-ten und 7-ten Lebensjahr. In Ungarn müssen die Kinder in dem Jahr eingeschult werden, in dem sie bis zum 31.-sten Mai ihr 6. Lebensjahr vollenden. Sonst können sie erst ein Jahr später die Schule anfangen. Außerdem haben die Eltern, die Kindergärtnerinnen und die Erziehungsberater das Recht, den späteren Schulanfang vorzuschlagen.

Die psychomotorischen Fähigkeiten spielen eine besonders wichtige Rolle in der Entwicklung der Kleinkinder. Viele Untersuchungen beweisen, daß die motorischen und kognitiven Variablen in diesem Alter mit einander in Zusammenhang sind.

In meinen Forschungen habe ich 300 Kinder im Alter 5, und ein Jahr später, mit 6 auch untergesucht. Es wurden verschiedenen Fähigkeiten gemessen: verbale und visuelle Memorie, Aufmerksamkeit (Dauer und Fehler), dynamische und statische Balance, Ballwerfen (Augen-Hand Koordination), Musterkopieren mit einer gymnastischen Übung, Fein-Koordination Probe (Perlen reihen auf ein Stäbchen).

Wir nehmen an, daß die Kinder mit besseren motorischen Ergebnissen haben auch bessere Ergebnisse in Memorie und in Aufmerksamkeit, beziehungsweise sind diese Kinder mehr fähig, die Schule, die erste Klasse anzufangen. In meinem Vortrag stelle ich meine diesbezüglichen Ergebnissen vor.

Secondary Teacher Training Schools in Hungary between 1828-1945

Judit NESZT
nesztj@t-online.hu
Kecskemét College

The aim of our research was to define the number and the localization of the teacher training secondary schools for junior classes in Hungary between 1828 and 1945.

The scratch of our work was the recognition, that there isn't a single work, which reports the punctual number of these schools, or their regional position.

Although several works were published about the history of secondary teacher training, schools, these are about the content of the training, and give no pivot about the spread of the schools.

József Kiss published the statistical figures of the teachers training schools, and informs about the number of the schools and their maintainers, but the data are not correct. His sources were the Statistical Annuals, and the Reports of the Minister of Education, which were based on the yearly report of the schools. Many schools failed to send a report for the Ministry, so they weren't included in the Report of the Minister or the statistical annuals.

As we studied the secondary sources, we found that they are full of inexact data. The early works contained inconsistent items, which the later works took over. The historians used the source, they reckoned to be trustworthy. Thus could happen, that we had contradict data about the establishment of a school.

We decided to make an attempt to make clear the contradictions, and find out the punctual number of the schools using primary sources, as annuals and the "Magyar Tanítóképző" (Hungarian Secondary Teachers Training Collage) periodical, which was published between 1886. and 1944.

The main result of our work is a database. This database was made solely in virtue of the annuals, whereabout we could manage. The database contains the most important data about all schools, as the year of establishing, the name of the conservatory, the gender (girl-or boyschool), and the short history of the school. We marked all the annuals we used and their locality.

How Health Geography can be Built into the Subjects at Teachers Training College

Andrea Ovardics
andrea.ovardics@freemail.hu
Kecskemét College, Kecskemét, Hungary

As a matter of fact students of Teachers Training College influence healthy lifestyle of children. The health is an inestimable value. This is determined by genetic conditions, environment, life style and quality of health provision. These all can modify our own life style. Teachers collaboration can promote children's health better in schools of the region.

Since 2001 school education has been emphasising the protection against the illnesses influenced by the environment. Therefore we want claim the educator candidates to turn into sensitive onto environmental and health harms, for example pollen allergy.

The aim of health geography is to make differences between spatial distributions of population's health condition phenomena, for example the behaviour which is connected to the health, and the studies on the regional inequality of complex social phenomena attaching to these in the complex geographical space.

The knowledge based on regional inequality of health is built into the topic of our courses. It makes it possible to get it practiced during the centric training, so that the educators will be able to make not only the children, but parents and colleagues sensitive to an ecological view on environmental and health harms. It belongs to the issue of the health geography, how the complex geographical environment, the culture, and people's interaction leads to the health condition of the population of a given place.

In my lecture I intend to summarize the revulsion of educators' attitude to social conventions then I would like to present by ragweed module how health geography can be built into the gradual and professional pedagogy, anatomy, physiology or environmental science training lessons of special kindergarten educators, schoolmasters, teachers, special education teachers etc.

Furthermore, I will talk about the "Pollen Allergy" project made by Körlánc Society. This project aims teachers and children of different ages: from kindergarten to university. In this project I prepared the tasks for the age group of university level.

Virtual Learning Environment in High School Education

Attila PAKSI

info@attilapaksi.hu

ELTE Radnóti Miklós High School, Budapest, Hungary

The institutions in the higher education started using the advantage of modern technology and internet years ago. Nowadays it is common for Hungarian universities to operate a Learning Management System (LMS) to manage the students, the courses and all data, which are connected to the educational process. There are universities using not only an LMS but a Learning Content Management System (LCMS) too, which contain more pedagogical purposes. By using an LCMS (i.e. Moodle) the teachers can define, use and re-use learning objects, vary the teaching methods and communicate with the students by using different channels. These features could be advantageous at high school education as well.

I started using Moodle at ELTE Radnóti Miklós High School 2 years ago. In this time period I integrated all the assignments and curriculum of the Informatics lessons into the system. My goals were (1) to solve the grade/week fragmentation problem of the Informatics education at high school, (2) to give more information, resources and assignments into the hands of the students, (3) to enable to vary easily teaching methods, (4) to use modern, internet based technology, (5) to communicate by using different channels.

Before using Moodle every assignment were paper-based. The high school students had contact with the Informatics teacher only once a week. The students did not learn regularly Informatics at home. They encountered with limited pedagogical activities without any sign of constructive pedagogy.

By using an LCMS I have the chance to bring new pedagogical activities to the front like online essay writing, collaborative learning assignments, assignments from real world issues. The students are able to influence the evaluation of the educational process by self-elaborate topics and learning materials.

The basis of taking an LCMS into the Informatics classes was a questionnaire at the very first lesson. The result showed that the grade 10 (16 years old) students stay really close to the modern technology and to the internet. This proved that the students will be able to study by using a Virtual Learning Environment.

In this school year 68 students learned Informatics by using the Moodle system. All their activities were logged, more questionnaires and online essays were taken.

I am planning to integrate other subjects to the system as well. In the next school year I am going to analyze the advantages of the VLE integrated math and language classes.

Durchkommen von regionalen und bildungspolitischen Maßnahmen der Europäischen Union auf das Zentrum des Kleingebietes von Bihar

Éva PAPP
pappeva7@freemail.hu
Debrecener Universität, Debrecen, Ungarn

Ziel der Forschung: Auf welche Art und Weise und durch wieviele Transmissionen können die verschiedenen Vorschriften der Europäischen Union, nach Berettyóújfalu, in das Zentrum des Kleingebietes von Bihar übernommen werden. Welche Auswirkungen haben die regionalen Maßnahmen auf die wirtschaftliche Entwicklung? Welches sind die Leitprinzipien, die für die Gründung einer Hochschule in der Gegend massgebend sind? Welche Tendenzen helfen oder schränken diese Entwicklung ein?

Die Methode der Forschung: Sammlung, Systematisierung, Aufarbeitung und Wertung der entsprechenden Fachliteratur aus wissenschaftlichen Zeitschriften, Publikationen und Onlinematerialien.

Das Ergebnisse der Forschung: Die Strategievorstellungen der Gebietsentwicklung vergleichbarer Euroregionen im Hinblick auf positive Wirkungen aber auch auf Hindernisse darlegen. Diese Gegend wird neben der makro-ökonomischen Einflüssen mehr durch ihren mikro-ökonomischen Zustand bestimmt. In der ungarischen Regionalisation existieren noch Probleme die Egsistierung der Komitaten, der existentiellen Gegebenheiten der Kleingebiete und nicht zuletzt, auch die Städte selbst. Die Position dieser Gegend wird durch ihre Gabe bestimmt und mit günstigen oder mangelnden Strategien und Taktiken ergänzt. Dadurch werden gleichzeitig die wohl tätigen und repressiven Einflüsse der dezentralisierten Gebietsentwicklung, aber auch die Anwendung neuartiger, regionaler Innovationspolitik durchgesetzt.

Die bildungspolitische Richtung der Forschung ist nicht weniger kompliziert. Die hochschulpolitischen Prinzipien der EU von Maastricht (von Bologna bis Lissabon) und die jährlichen Abhandlungen können durch einen ähnlichen Transfer in den Kleingebieten übernommen werden. Sie müssen aber noch durch die heimischen Hochschul- und Operativprogramme und den Nationalentwicklungsplänen ergänzt werden.

Die allgemeine- und bildungspolitische Relevanz der Forschung: Die aus der EU ankommenden regionalen- und bildungspolitischen Aspirationen könnten die Ausbruchversuche der vernachlässigten Randregion unterstützen und auch für die Entwicklung von Berettyóújfalu förderlich wirken. Die Initiative einer Hochschulgründung ist aber nicht nur von materiellen Quellen abhängig. Die Bedingungen der (in der EU schon gut funktionierenden) Innovations- oder Studiengebiete stehen hier noch nicht zur Verfügung. Der Industriepark, (auf der Teretorie der ehemaligen fertigen Einzelteile produzierte Kleinfabrik "Elzett",) ist heute noch nicht fähig, den Hintergrund einer Hochschule zu dienen! Auch die kleinen- und mittelständischen Unternehmungen und Zulieferer haben keine Fähigkeiten erworben, eine Hochschule zu unterstützen. Ihr Kontakt für eine Netzarbeit ist noch ungenügend. Die Durchführung einheitlicher Massnahmen unter den Hochschulen, Forschungsinstituten und Unternehmungen müssen in der nahen Zukunft zustande kommen.

Congruence Examination of NXT Robots in the Education of Programming in KF GAMF College

Róbert PAP-SZIGETI & Attila PÁSZTOR
pap-szigeti.robert@gamf.kefo.hu & pasztor.attila@gamf.kefo.hu
Kecskemét College, Kecskemét, Hungary

In today's technical higher education in Hungary a great emphasis has been put on teaching IT as well as teaching programming and robotics. For every student developing their programming competence is extremely important. Furthermore getting their algorithmic thinking and problem solving abilities to a higher level can be more important. Without these their future job is impossible even if the task is to solve not only a certain programming problem. Beyond learning different programming languages and programming techniques our task is to develop abilities like getting students be able to understand and solve both theoretical and practical problems in different fields.

In this article we tried to show how new toy-like devices can be used in the education of programming both at beginner and intermediate levels. We hope that if the syllabus is interesting, if the way of learning is enjoyable, if the lesson is spectacular, the result is much more significant. "The task, you are thinking of, may seem to be simple, but if it arouses your interest it mobilizes your inventiveness and finally you can solve it by yourself, you can experience the excitement and triumph of exploration". By using model robots we can make teaching programming more interesting and we can also give the students the impression of just playing.

We use two robots of LEGO, the Mindstorms RCX and the NXT. In college education our goal is to make students like the subject with the help of these devices at the beginning of their studies, while at university, getting to the end of the courses, the goal is to put the already studied programming knowledge well into practice (including Artificial Intelligence, communication, image recognition, parallel processing, swarm intelligence). To demonstrate my results, we also show some simple tasks (like following routes or looking for a spotlight) as well as more difficult ones (e.g. 'stone - paper - scissors' game, scanner or the use of the web cam and group-robot communication). Applying this device in teaching can help the motivation of the students to get stronger and both 'beginners' and 'experts' can acquire a deeper knowledge in programming through solving problems with various difficulties. To present the usage of one or two fields, or to make some creative algorithms can also be a proper theme of dissertation and scientific lectures (TDK).

At Kecskemét College a new experiment is being started in the beginning of 2008. We are examining the pedagogical effects of these devices on studying programming in a control group designed experiment: only the test group will use robots. Our hypothesis is that these devices make enjoyable the way of learning, and we can improve both the motivation to learn and programming knowledge of our students to a higher and applicable level. We measure the motivation to learn, programming self-concept and basic programming skills in the beginning and at the end of the semester as well with same tests. The result of the case studies will probably be seen by the end of 2008 may.

Die Pflege der Arbeitsfähigkeit bei Schülern und Lehrern

Zsuzsa PÁSZTOR

drpasz@t-online.hu

Ferenc Liszt Musikakademie, Budapest, Ungarn

Seit bereits fast fünfzig Jahren arbeite ich als Pädagogin und sehe, dass sich die derzeitige schulische Bildung und Erziehung einseitig auf die gegenständliche Seite konzentriert. Die Fachleute bestimmen die Anforderungen, arbeiten den Inhalt des Lehrplans sowie dessen Aufbau aus, der beinhaltet, was die Schüler und Pädagogen zu erfüllen haben. Währenddessen wird die subjektive Seite - trotz aller guten Absichten - in den Hintergrund gedrängt, die wichtige praktische Frage nach der Arbeitskapazität der Beteiligten, inwiefern sie zur Erfüllung der Aufgaben geeignet sind, vernachlässigt.

Hinsichtlich der Frage nach der Arbeitskapazität nimmt die Schule derzeit einen abwehrenden Standpunkt ein. Einerseits verweist sie die Aufgabe dessen, wer sich um die Arbeitsfähigkeit zu kümmern hat, in den Bereich der Privatsphäre, wälzt sie auf die Individuen, die Familien ab, andererseits betrachtet sie das Problem der Arbeitsfähigkeit als eine gesundheitliche Kategorie innerhalb des schulischen Bereichs. Demnach ist diejenige Person, die medizinisch als gesund zu bezeichnen ist und somit zur Arbeit gehen beziehungsweise die Schule besuchen kann, zugleich auch arbeitsfähig.

Es ist allerdings offensichtlich, dass die Arbeitsfähigkeit keine homogene Masse darstellt, sondern einen breitgefächerten Bereich, in dem von der Schwäche bis zur Spitzenform zahlreiche Varianten vorzufinden sind. Weiterhin ist die Arbeitsfähigkeit keine fixe Eigenschaft, sondern ändert sich entsprechend vieler verschiedener äußerer und innerer Einflüsse in beständiger Weise. Schließlich ist auch jene Tatsache nicht zu vernachlässigen, dass das Niveau der Arbeitsfähigkeit nicht nur von Seiten der Schüler, sondern auch von den Pädagogen aus die Effektivität der schulischen Arbeit entscheidend bestimmt.

Lässt man das Niveau der Belastbarkeit also außer acht, so macht dies die Arbeit in der Schule unökonomisch. Eine Belastung, die die Belastbarkeit überschreitet, geht mit gesundheitlichen Schäden einher, eine zu geringe Belastung hingegen kann als Zeitverschwendung bezeichnet werden.

Was also wäre die Lösung? Eine wichtige Voraussetzung für einen effektiven Unterricht ist die Abstimmung von Belastung und Belastbarkeit. Im Hinblick darauf, dass die Anforderungen permanent steigen, ist es die zeitgemäße Aufgabe der Schule, die Arbeitsfähigkeit von Schülern und Lehrern weiterzuentwickeln und zu pflegen.

Die Pädagogik zur Pflege der Arbeitsfähigkeit ist in Ungarn bereits seit fast einem halben Jahrhundert wichtiger Bestandteil der Kovács-Methode. Der Begründer und Namensgeber dieser Methode ist der Wissenschaftler Dr. Géza Kovács (1916–1999), der mit seiner Arbeit auf Initiative der Budapester Musikakademie Ferenc Liszt im Jahr 1959 begann.

Die Kovács-Methode ist ein Programm zur Lebensweise, das der Pflege der Arbeitsfähigkeit dient, sie ist eine Arbeits- und Trainingsmethode und umfasst weiterhin das dazugehörige naturwissenschaftliche Material. Der besondere Vorteil dieser Methode liegt darin, dass sie in den Unterricht integrierbar ist. Damit bietet sie dem Pädagogen all jene Mittel, mit denen die schulische Arbeit effektiver und gesünder werden kann.

The Selectional Mechanisms of School Health Promotion

Melinda PETŐ CSIMA
melinda.csima@etk.pte.hu
University of Pécs, Pécs, Hungary

According to empirical results, the aims defined in the pedagogical programmes of the educational institutions –such as education for a healthy way of life, elimination of health-damaging attitudes, personality development promoting mental health - are not attained in several cases, due to hidden mechanisms working at schools. Our attention is called to the problem by self-destructive attitudes, physical and verbal aggression, anxiety, problems concerning social relations, lack of self-esteem and self-confidence among students.

The exploration of latent selectional mechanisms that contribute to the formation of a health-promoting inner environment, and the explanation of the factors through the working of which the students' mental health is not secured may provide a basis for the elaboration of preventional measures that secure the maintenance of the students' mental health.

As the first step of my research, I carried out a pilot studies among the students of 16-18 at two secondary grammar schools in the town of Kaposvár. The aim of my research was to explore the differences between the hidden curriculum of the two secondary school, for which I used my own questionnaire to collect information. The analysis of the collected data was done through confidence interval analysis. I considered the value of $p < 0,05$ significant.

My results have revealed a significant difference between the inner environments of the two schools. One school sets as a priority the principle of performance, the other one emphasises interpersonal relations. Having explored this difference makes it possible for me to continue my research, which studies the "hidden curriculum" as a selectional mechanism influencing the effectiveness of schools health promotion.

A Corpus-based Analysis of University Students' Writing Skills

Teodora POPESCU

teo_popescu@hotmail.com

"1 Decembrie 1918" University of Alba Iulia, Romania

This paper presents an exploratory analysis of a learner essay-writing corpus (LEWC) from a computational analysis perspective. The sub-corpus of the LEWC taken into consideration for the purposes of the present study consists of 30 student essays, written by Romanian intermediate level students of Economics, at an intermediate to upper-intermediate level of English. By using various means of computational analysis we elaborated a classification of error types occurring in the corpus. Further research will concentrate on remedial activities and tasks aimed at improving students' writing skills.

Inklusion im humanwissenschaftlichen Diskurs

Maria RÉTHY

rethy@ludens.elte.hu

Kodolanyi Janos Fachhochschule, Székesfehérvár, Ungarn

Erklärungsmodellen für Behinderung. (Die Geschichte der Behindertenpädagogik).

Personenkreits/Häufigkeit

Der behinderte Menschenbild: Der behinderte Mensch ist als der Abnormale, der Missglückte, der Bedürftige.

Von der "Aussonderung" zur Integration.

Neue Menschenbild: veränderte Denkweise: Chance auf ein normales Leben (Verschiedene Deklaration).

Die kausale Attribution der Herausbildung der Konzeption des gemeinsamen Integrationsunterrichts: die zunehmende Gesellschaftskritik, die Kritik an der leistungsorientierten Schule, die Unzufriedenheit mit Effizienz des sonderpädagogischen Unterrichts.

Die neue allgemeine pädagogisch-didaktisches Konzept.

Von der Integration zur Inklusion. Der Anspruch die Schule der Zukunft. Schule am Beginn des dritten Jahrtausends.

Kriterien für Qualität des inklusiven Unterrichts: kindorientiert, ganzheitlich, individualisierend, entwicklungsbezogen, kooperativ, kommunikativ.

Lehrerbildung, Weiterbildung, Erfahrungsaustausch.

Die besonderen Bedingungen und Faktoren der Entfaltung der musikalischen Begabung

Dóra RÓZSA LÁSZLÓNÉ
dorarozsa@freemail.hu

**Kölcsey Ferenc Reformed Teacher Training College, Debrecen,
Ungarn**

In unseren Tagen ist das Problem der Begabung immer wichtiger geworden. Politiker, Fachleute, Pädagogen, Psychologen halten für die Entdeckung und Entwicklung des Talents. Auf den Gebieten der Wissenschaft, der Technik, der Kultur, des Sports und der Kunst ist es gleichermaßen wichtig, dass die jungen Leute mit hervorragenden Fähigkeiten nicht verloren gehen. In Ungarn gibt es zahlreiche Talente, besonders auf dem Gebiet der Musik. Ungarische Musiker sind Orchestern, Ensembles verschiedener musikalischer Gattungen in der ganzen Welt zu finden.

In meinem Vortrag wird zuerst der Begriff des Talents im allgemeinen erklärt und dann der Musikalische Talent definiert. Ich habe versucht ein Modell des musikalischen Talents zu schaffen - das ich Haus - Modell nenne, - das ich auch vorstelle.

Die nicht - spezifischen Elemente dieses Modells habe ich unter 17 - 19jährigen StudentenInnen der ungarischen Musikfachschulen erforscht (N=313). Die angeborenen und gegebenen Fähigkeiten muss man nicht mehr forschen.

Methoden: Fragebogen über die Musikinstrument - Studien und Persönlichkeitstests (EPQ, Super, Gordon).

Die Daten wurden mit SPSS-Programm bearbeitet.

Meine wichtigsten Forschungsfragen waren:

- Welche Wirkungen der Familie haben die Musikstudien beeinflusst?
- Wodurch hat die Familie die musikalische Entwicklung der Kinder unterstützt?
- Was halten die MusikstudentenInnen für wichtig zu ihrem Fortschritt auf der Musiklaufbahn?
- Welche Charakterzüge und Arbeitswerte sind in der untersuchten Gruppe entscheidend?

Es werden die Wirkungen der gruppenbildenden Elemente (Instrumentgruppen, Wettbewerberfolge, Institute) und die wesentlichen Zusammenhänge vorgestellt. Ich teile Daten über Instrumentsüben mit.

Fazit: Wie die Auswertungen der Tests zeigen, die ungarischen MusikstudentenInnen haben die gleichen Merkmale, das wir in der Fachliteratur lesen können. Obwohl ist es Ausnahme.

Auf Grund der Quantitativen Messung kann man keine Prognose über den Erfolg in dieser Lebensphase aufstellen.

Using Bruner Representation Modes in Multigrade Schools

Judit SCHLOSSER

judit.schlosser@gmail.com

Petőfi Sándor Elementary and Grammar School, Vecsés,
Hungary

The didactical problem. In small and multigrade schools the pupils' results are not good enough. How can schools help this situation?

Theoretical background. In our research we use Bruner's cognitive psychology theory, focused on representation modes, including

1. enactive (concrete--actions on objects) mode,
2. iconic (pictorial--visuals/images) mode,
3. symbolic (abstractions--words, numerals) mode.

How can we use representation modes in mathematics classes for pupils age 6-10?

We thought, iconic mode could play a central role, so we built our developing project on picture series.

Experiment. We took the whole cognitive procedure into the school, and chose those parts of mathematics where pupils recognise mathematical activities and ideas without or just with a little counting.

Population. In the framework of an international researches: at Eötvös Loránd Science University, we started to work with multigrade schools. These small schools have four grades of elementary school, and two grades learn together in one classroom. We started to work with 16 multigrade schools. The number of pupils was 243.

Supplementary materials: Stories of a Teddy bear family. We interpret mathematical problems through kind stories of a Bear family. In these stories the Bears' get hands-on activities to understand mathematical contexts. They try to solve the exercise, with simple, come-at-table materials.

These stories motivate children to understand abstract mathematical ideas through common problems. And also motivate teachers, since reveal the tangible sides of mathematics.

Through these tales, the mathematical expressions turn into meaningful ones. Pupils solve real problems in the course of playing.

Data collection. We have written feedback from the pupils and the teachers. They both enjoyed the Teddy Bear family's story, they were excited about the next series.

Discussion. Teachers are supposed to notice learning problems and they need help to solve didactical problems. Mathematics is similar to any subject: socio-cultural background plays an important role in the mathematics results of pupils. Picture series can help to minimize communication gaps.

Teaching English in France. Practical Observations

Bálint SZELE

bszele@uranos.kodolanyi.hu

Kodolányi János University College, Székesfehérvár, Hungary

The experiences described in my paper are the results of a semester spent in France as a language teacher trainee. The purpose of my study is to present the summary and the analysis of some lessons observed in the privately run *Collège la Madeleine* in Angers, France. The observations took place on Tuesday mornings from 9:15 until (approximately) noon. This way it was possible to follow the work of two classes for a longer period, and to observe some other classes as well. The classes concerned were 6th, 4th, and 3rd classes:

- the sixth form: 33 learners; three lessons per week; 'Wings' series;
- the fourth form: 25 learners; three lessons per week; 'Wings' series;
- the third form: 31 learners; five lessons of English per week; 'Wings' series; a special class; they have a profound interest in European Studies, and they have already made an exchange programme in Denmark.

The series of observations made it clear for me that there was something fundamentally different between the Hungarian and French ways of teaching and learning English, learners' motivation, teachers' roles and the procedures they use, and, in general, the motivations and aims of language learning. My paper, though, does not present comparisons, it only describes what I have observed.

The most conspicuous differences can be found in the attitude of learners towards language learning. Hungarian learners tend to be more motivated, as they are really in need of knowing the most important language of the world, Hungarian not being spoken but by very few foreigners. French learners are motivated only by the teacher, but this is more often than not a vain effort; the deeper interest in foreign languages is almost entirely missing from French learners, who tend to see language learning as just another boring lesson. The situation of teachers is made even more difficult by the fact that the material taught in French classes has a negative effect on what the teacher of English tries to convey.

Some phenomena I observed - learners are more teacher-driven, they stick their handouts in their exercisebooks and they have an 'agenda' to note homework in - seem to be really useful and would be worth introducing in Hungary, especially since mass education has gained ground. As I observed, coursebooks in France are usually bilingual. Another feature I noted is that in English lessons in France a lot of culture and general knowledge is taught.

In my presentation, I'll try to justify my observations with detailed accounts of the lessons.

Transitional Challenges in Romanian Higher Education

István Szűcs
szucsis@rdslink.ro

Partium Christian University, Oradea, Romania

The Romanian revolution in 1989 and the ensuing change of political power generated deep socio-economical transformations, generally characterized by high level and lasting inflation; significant decrease of industrial production and export, combined with a rapid increase of unemployment. The impact of disintegration of the communist economic system and the collapse of the Eastern market was also significant. The East-European countries started to advance towards a full-fledged market economy and European integration, developing very different strategies to adapt to the new economical, social, political and legal environment.

One of the most important features of the process of transition to a market economy and European integration - and by all means one determining factor of it - is the state and structure of human resources. Both processes - the building up of market economy and the European integration - require new knowledge and skills, new social and economical structures, new institutions and attitudes. We can assume that this will need longer time and require thorough complex reformation of the Romanian educational system.

Crucial for the further development of Romanian education are the solutions given by the Romanian government to the problems of under-financing, the increase of the quality of education, and the European integration of Romanian education.

This study focuses on the structural transformation of the Romanian higher education in the period of socio-economical transition. We try to point out the interconnection between socio-economical transition and structural transformation of higher education. One of the basic elements of the structural changes accompanying the expansion of higher education is the differentiation and diversification of institutional structure, as an adaptive response of higher education to the changing social needs. In contrast to other CEE countries, private (non governmental) and church institutions take prominent part in post-revolutionary development of Romanian higher education.

The rapidly increasing rate of participation in the higher education, associated with the lengthening of attendance period, led to serious lack of human resources, particularly in the most popular domains, and some of the domains which were under severe administrative and essential control of the communist regime (law, economy, theology, sociology, psychology).

Special attention will be accorded to higher education in the Hungarian language, developed in the north-western region of Romania. As result of our original studies made in this region in the last six years, we make an attempt to describe the evolution and trends of the social needs, and the structural development of higher education in Hungarian language in Romania. As a conclusion we can assume that the development of education in the language of ethnic minorities living in Romania especially higher education in Hungarian language is an important way of realizing the closing up of ethnic minorities, and equalizing their chances to participate in all educational levels.

Die Roma-Schüler in den Schulen in 2008

Judit TORGYIK

jtorgyik@uranos.kodolanyi.hu

Kodolanyi Janos Fachhochschule, Székesfehérvár, Ungarn

In meinem Vortrag möchte ich über die heutige charakteristische ungarische Lage der Roma-Schüler sprechen.

In welchen Schulen lernen die Roma-Schüler? Was für Problemen sind in Ungarn? Was für Möglichkeiten sind?

Die Untersuchungen zeigen, dass die Roma-Schüler an einem Unterricht von niedrigerem Niveau teilhaben, als die Mehrheit der Ungarn. Die unterrichtssoziologischen Forschungen beweisen, dass die Roma-Schulen personell und ausrüstungsmäßig schlechter versorgt sind. Ausbildung auf die Probleme der Roma-Schüler nicht vorbereiten, und sie begegnen den Problemen erst in der Praxis. Das System der Lehrerfortbildung auf diesem Gebiet ist auch mangelhaft.

Die Roma-Schüler und ihre Eltern müssen den Vorurteilen der Gesellschaft ins Auge sehen und das ist auch in den Schulen zu beobachten. Vorurteile gegenüber den Roma-Schülern haben, können die Probleme verstärken.

Ein bedeutender Anteil der Roma-Schüler spricht eine eigene Muttersprache, aber die Unterrichtssprache in den Schulen läuft auf Ungarisch, so haben die Schüler Schwierigkeiten beim Lernen in der Schule. Das führt ebenfalls zu Misserfolgen und zum Beenden des Lernprozesses. Es gibt kaum Lehrer, die eine Zigeunersprache können, und es gibt keine Bücher, Lehrhilfsmittel in solcher Sprache, die den Roma-Schülern beim Lernen helfen würden. Es ist auch ein großes Problem, dass die Schüler nicht regelmäßig die Schule besuchen.

Alle Gebiete der Pädagogik soll entwickelt werden, um die traurige Lage des Unterrichts der Roma-Schüler verändert werden kann.

In meinem Vortrag möchte ich das Entwicklungsprogram der Zigeuner, als Minderheit auch zusammenfassen.

Die Relevanz von multikulturellen Aspekten im Unterricht

Cecília TUSA
tceci@freemail.hu

Pannonische Universität, Veszprém, Ungarn

Die Multikulturalität ist im 21. Jahrhundert in allen Bereichen des Lebens vorhanden. Das mehr oder weniger friedliche "Nebeneinanderleben" ist in Europa schon seit Jahrhunderten, sogar seit mehr als einem Jahrtausend bekannt. Am Anfang des dritten Jahrtausends wird aber das friedliche "Miteinanderleben" erzielt.

Der Multikulturalismus hat seinen Eroberungszug in den 70er Jahren in Kanada begonnen und hat nicht nur Europa sondern in den letzten zehn oder fünfzehn Jahren auch Ungarn erreicht. Die Anstrengung der ForscherInnen und ExpertInnen, die Menschen mit unterschiedlichem kulturellem Hintergrund einander näher zu bringen, die Interaktion zwischen ihnen herzustellen, scheint in den Schulen bei Kindern am erfolgreichsten zu sein. Der Entstehung einer Interaktion zwischen Personen mit verschiedenen kulturellen Traditionen, Einstellungen und Auffassungen können nicht nur Sprachförderung, internationale Medien oder kulturelle Ereignisse, Feste und Festivals viel beitragen, sondern auch Pädagogen können in die Lehrpläne bei dem Unterricht der einzelnen Fächer kulturelle Inhalte einbauen.

Eine erfolgreiche internationale Zusammenarbeit, die sowohl von der heutzutage modischen Erscheinung, von der Globalisierung als auch vom heutzutage wichtigsten europäischen Zusammenschluss, der Europäischen Union unterstützt und verlangt wird, ist nur mit Abbau der Vorurteile und Hassgefühls bei gleichzeitiger Aneignung der Toleranzfähigkeit und des Einfühlungsvermögens zu erreichen.

Welcher Auslauf sich von der Begegnung der ethnischen Minderheit mit der nationalen Mehrheit nach Berry ergibt, ob es zur Ausgrenzung oder Assimilation, Integration oder Separation führt, hängt von der Einstellung der Menschen der betroffenen Kulturen zueinander und zu "fremden" Kulturen bzw. zu ihren Vertretern.

Die Schule ist der einzige Ort, wo den Menschen in ihrer frühen Altersphase, in der Kindheit wertvolle Gedanken über die Anerkennung der anderen Kulturen und Akzeptanz des "kulturell Fremden" beizutragen sind. Die Verantwortung der Lehrkraft im 21. Jahrhundert ist größer als je zuvor. Sie haben nicht nur die Aufgabe die Schüler auf ein wertvolles national geführtes Leben vorzubereiten, sie sollen die zukünftige Generation auch auf ein international geprägtes Leben mit dessen Vor- und Nachteilen trainieren.

Der Vortrag zeigt die Relevanz von multikulturellen Aspekten während des Unterrichtes, unabhängig von den unterrichteten Fächern.

**Die Suche nach Antworten auf die Herausforderungen
in den Bereichen der Gesellschaft und Erziehung im 21.
Jahrhundert mit den Mitteln der Kodály'schen
Musikpädagogik: Das integrierte kunstpädagogische
Programm Psalmus Humanus**

Katalin UDVARI K.
psalmushu@chello.hu
Kunstpädagogischen Vereins Psalmus Humanus, Budapest,
Ungarn

*"Die Musik gehört allen! Aber wie bringt man einen näher zur Musik?"
Zoltán Kodály*

Nach mehrjähriger Zusammenarbeit wurde unsere zivile Organisation mit einem Budapester Sitz im Frühjahr 2002 auch offiziell gegründet. Alle Mitglieder des Vereins sind hoch qualifizierte Fachleute, praktizierende Musikpädagogen, die mit ihrer Arbeit die verschiedensten Gebiete der künstlerischen Erziehung vertreten. Unser Verein erhielt seinen Namen nach dem Gedicht "Menschlicher Psalm?" des berühmten ungarischen Nobelpreisträgers *Albert Szentgyörgyi*.

Den Gedanken von *Zoltán Kodály* treubleibend erarbeiteten wir unser integriertes kunstpädagogisches Programm namens *Psalmus Humanus*, in dem unsere nationale Tradition mit den neuesten natur- und gesellschaftswissenschaftlichen Forschungsergebnissen in Einklang gebracht wird. Das *Psalmus Humanus*-Programm lehnt sich an die mehr als vierzigjährige Tradition der ungarischen Grundschulen mit erweitertem Gesang- und Musikunterricht, sowie an die Feststellungen der psychologischen Auswirkungsforschungen der Professoren *Ilona Barkóczy* und *Csaba Pléb*. Die im Programm dargestellten künstlerischen Werkstätten bieten für jedes Kind die Möglichkeit - unabhängig von seinen kulturellen und sozialen Umständen bzw. seinem Gesundheitszustand - sich an vergnüglichen künstlerischen Tätigkeiten aktiv zu beteiligen.

Die ausgewählten, weniger bekannten, aber in der Praxis jahrelang bewährten, wirksamen, musterhaften künstlerischen Methoden unterstützen nachweisbar die gesunde Entwicklung der Persönlichkeit der Kinder und ihre emotionale Erziehung. Darüber hinaus belegen sie die mannigfaltige positive Auswirkung der künstlerischen Erziehung, und damit - neben ihrem ästhetischen Wert - auch ihren gesellschaftlichen Nutzen.

Neben der musikpädagogischen Forschungsarbeit halten wir auch in der Zukunft für sehr wichtig die Organisierung ungarischer Fachkonsultationen, Präsentationen, Konferenzen, die Anfertigung und Veröffentlichung wissenschaftlich fundierter Informationsmaterialien und Unterrichtsvorlagen (Buch, CD-Rom, Videokassette, DVD-Film).

Der Verein Psalmus Humanus startet im Mai 2008 die Arbeit eines Internationalen Kunstpädagogischen Beratungszentrums und einer Bibliothek in Budapest mit Unterstützung der UNESCO.

Erfahrungen der Eltern mit einem Kindersprachkurs für Kinder im Alter von 3-7 Jahren. Ergebnisse einer Fragebogenerhebung

Melinda VARGA
vmelinda@gmx.de

Katholische Péter-Pázmány-Universität, Piliscsaba, Ungarn

Das Interesse der Eltern an der Frühvermittlung von Fremdsprachen, vor allem an der Englischvermittlung nimmt in Ungarn ständig zu. Viele Eltern wünschen sich Englisch schon im Kindergarten. Da die Voraussetzungen oft fehlen, wenden sie sich an Sprachschulen und Sprachkurse. Das Angebot ist immer vielfältiger.

Aufgrund der Fachliteratur kann gesagt werden, wenn die entsprechenden Ausgangsbedingungen gegeben sind, ist der Erwerb von mehr als einer Sprache im Kindesalter nicht schädlich für die Entwicklung von Sprache und Psyche der Kinder. Die Begegnung mit einer zweiten Sprache in frühem Alter kann sogar positive Auswirkungen haben u.a. auf die geistige und muttersprachliche Entwicklung des Kindes.

Aufgrund der verschiedenen Forschungsergebnisse lassen sich folgende Kriterien für die gute Praxis im Kindergarten formulieren:

- Die Stunden sollten kürzer sein und häufiger (im Prinzip täglich 15-20 Minuten) stattfinden
- Lehrer sollten in den Bereichen Vorschulpädagogik und Fremdsprachendidaktik für diese Altersstufe ausgebildet sein
- Die Kinder sollten nicht zu fremdsprachlichen Produktionen gezwungen werden
- Der Unterricht sollte in einen natürlichen Kontext eingebettet werden, und sich an den Verhaltensweisen, Interessen, Bedürfnissen und Vorlieben von Kindern orientieren
- Die Angebote sollten in Spiel- und Handlungssituationen eingebunden werden
- Alle Sinne (Sehen, Hören, Fühlen, Schmecken und Riechen) sollten beim Lernen einbezogen werden
- Inhalte sollen dem Altersniveau angepasst sein und im Bezug zur kindlichen Lebenswelt stehen
- Altersadäquate Methoden sollten verwendet werden (Handpuppe als Begleiter; Lieder; Kreisspiele; Formen von Kasperletheater; Arbeit mit Bildern zur Illustration, aber auch zum Ausschneiden und Ausmalen; kleine Bastelarbeiten; Anweisungen ausführen als Spiel gestalten usw.)
- Die Bewegungsdrang der Kinder sollte befriedigt werden (action songs, Bewegungen imitieren, Anweisungen ausführen).

Wie diese Kriterien in die Praxis umgesetzt werden können, wurde im Falle eines Kindersprachkurses für die Frühvermittlung von Englisch analysiert. Die Arbeitsmaterialien wurden untersucht, das Verhalten der Kinder in den Stunden beobachtet und die Eltern befragt. In dem Vortrag werden die Ergebnisse der Fragebogenerhebung dargestellt. Ziel der Befragung war zu ermitteln, wie Eltern die Einstellung ihrer Kinder zum Fremdsprachenlernen beurteilen, ob und wie sie den Lernprozess der Kinder unterstützen, ob sie fremdsprachige Entwicklung der Kinder beobachten können und wie weit sie mit dieser Entwicklung - wenn vorhanden - zufrieden sind. 81 Fragebögen liefern über 98 Kinder im Alter von 1-11 Jahren Daten, aber 91 Kinder sind jünger als 7 Jahre.

Die empirische Untersuchung konnte zeigen, dass die Kinder in den Stunden gern und aktiv mitarbeiten, dass sie das Hörmaterial gern hören und den Unterricht mögen. In diesem Alter sind die Kinder im Allgemeinen sehr motiviert und können leicht für Fremdsprachen begeistert werden.

Pedagogy of Information Literacy in the Curriculum of an Information and Library Studies BA Programme

Judit ZSÁK
zsak@human.pte.hu
University of Pécs, Pécs, Hungary

In many Western countries information literacy, i.e., the ability to locate, evaluate and use effectively the needed information is becoming a more and more important part of public education, and it is also part of university-level education. As regards their applications in the Hungarian educational practice, the teaching *with* and training *for* information literacy pedagogy are newly integrated to the curriculum of informational experts, namely librarians. In 2007 the librarian students in Pécs were the first to have the possibility for this specialization. This can be taken as a new result in the field of Hungarian higher education, even if there are already good results in critical thinking trainings for teacher training programmes (see the handbooks of Ildikó Bárdossy et al.), which unveiled similar problems and tried to find new methods as we do so in our librarian education. The main difference between us is that the base of Bárdossy and her colleagues' work was an RWCT research and after it a critical thinking development course, contrarily our librarians' specialization is based on a long-term and complex curriculum with many particular subjects. The paper will focus on the first experiences, challenges and dilemmas of the Pécs programme, and discusses the adaptability of American Information Literacy Competency Standards for Higher Education.

Factors Affecting the Global Social Networks of Children in Children's Homes

Attila ZSUBRITS
zsubrits@bepf.hu

**University of West Hungary, Benedek Elek Pedagogy Faculty,
Sopron, Hungary**

The study discusses the factors affecting changes in the social networks of children in child protection institutions. It reviews the relevant literature and presents the key components in the structuring of the networks that expand with the development of the personality. It also includes the definition of basic concepts related to child protection and care as well as the description of substitute care characteristic of children's homes, the importance of early attachment, family relationships, caregiver-child relationships and peer relationships and the main features observed in the personal attachment system of children brought up in homes.