

**2nd International Conference
for Theory and Practice
in Education**

Teaching and Learning

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PROGRAMME

ABSTRACTS

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Conference organized by

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

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Organizing committee:

Gabriella BIKICS
Erzsébet CSEREKLYE
Adrienn DEÁK
János Tibor KARLOVITZ
Erika KEGYES
András KESZTHELYI
Judit TORGYIK

Edited by:

János Tibor KARLOVITZ

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Conference Programme:

Place:

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

Budapest, Hungary, Kútvölgyi út 6

9.00-10.00

Registration

10.00 – 10.30

Opening the Conference
Room No. III.

10.30 – 12.00

Presentations in sessions

12.00 – 13.00

Lunch time

13.00 – 14.30

Presentations in sessions

14.30 – 15.00

Coffee break

15.00 – 17.00

Presentations in sessions

17.00 – 17.15

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15.00 – 17.00
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17.00 – 17.15
Closing the Conference

Abstracts

Training in Regional Integrated Vocational Training Centre of Eger

Árpád ANGYAL

Vocational Training Centre, Eger

angyal.arpad@egertiszk.hu

Educational institutions dealing with vocational training have long been accused of having their changes in the educational system almost independently from the changes of the labour market.

At the beginning of the decade, parallel to the national proceedings, there was a demand also in Eger to establish a relationship between the participants of economy respectively the labour market and the maintainers of institutions; moreover, to elaborate the system of relationships between the institutions and to develop their co-operation. It can be considered as a matter of course that the participants of economic life would like to have a greater influence on vocational training than they have at the moment. With this they have the aim to elaborate a more practice-oriented education so that qualified experts can start their career with an effective knowledge in the world of work. This should have been tightly connected even until now with the main proceedings of the modification of Hungary's economy.

For many people, the letters TISZK (RIVTC) may still sound as a strange initial-word. Does it say anything to You that the TISZK of Eger is a new institute dealing with vocational trainings and adult education? Surely this contains only a small piece of information. Probably Your information about us is only that we are one of those institutes that have appeared and are starting up everywhere in the vocational market. How do we differ from or how do we compare to those organizations (schools, institutes, economic associations) that could well be found even up to now in the smaller region of Eger? This is what we are trying to inform You and Your surrounding about in my presentation.

Developing the institutional system of vocational training, continuously modifying the existing school types, introducing vocational training apart from the school system have all resulted in the establishment of new structures and a new institutional system, which were completed with the modification of the financial system as well. Being a member of the European Community also meant that we had to start to establish and to operate an educational system meeting the requirements of the EC, in the terms of which a modular system has come to life, whereas the number of qualifications acknowledged by the state has decreased by half.

A tendency can be observed also in Eger that while on the one side the secondary education has become general and the demand for participating in education resulting in a school-leaving certificate has been growing, on the other side it implies a certain polarization; this means that there are certain groups who are driven to periphery because of their diversity, disadvantaged or extremely disadvantaged state – and once there, it is not easy to bring them back to the process of lifelong learning.

Realizing the strategic effects of the changes mentioned above, the Local Government of the Town of Eger of County Rank and its syndicate partners, the Local Government of Heves County and the Foundation for Computerized Rehabilitative Vocational Training of Eger has set the aim to establish a new institute with the support of the EC and with six secondary schools as co-partners, in which they can elaborate a practice-oriented, modular vocational system that – apart from the education – can give complex services for the students in the fields of career orientation and career-counselling.

Are the Wrong Answers Bad?

András BARDÓCZ-TÓDOR

Széchenyi István Elementary School, Budakeszi

bardocz.a@szia.sulink.hu

There are two different types of knowledge: common, everyday knowledge – this may be called supposition – and exact scientific knowledge. When we use exact terms we usually move to a deeper level out of the different levels of communication, or we change to a meta level for a more precise point of view. The information collected from the level of everyday experience will deepen to a theoretical level. It moves to the desks of the research institutes from the school level. At that level post-graduate researchers analyze this information. These researchers also work out processes, methods and strategies to form the praxis and in turn improve it. Communication between sophisticatedly different levels is not easy. So the whole process is not always effective. In analyzing a pupil's wrong answers a teacher can take a shortcut at the school practice level, this being the level of the concrete experience.

Schools often measure pupils' knowledge through tests. How are these tests evaluated? By selecting and counting the *right* answers, item by item. *But what about the wrong ones?* Sometimes pupils secretly help each other during tests, though we try to avoid this. Of course when we evaluate the tests we can't be sure that someone has cheated if the answers are correct. Usually only the same wrong answers show the forbidden cooperation between the children. Of course their answers are unacceptable in that case. But this may be the end of our reflection on *wrong answers*.

Why the wrong ones? – Our general task is to lead children to a sure, clear knowledge, or cognitive competency. We teach something, exercise that, and ask children about it in oral or written form. It is too hard to ascertain whether the pupils have really understood exactly, or whether they can only give a casual though right answer. So we never know exactly whether their answers show a deep understanding or are only occasional ones. Only mistakes show a deeper level of children's thinking. By trying to follow their train of thought we can understand their thinking better, which can help us to correct their learning mistakes.

Remembering András Pető

Ferencné BECK

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

beck.ferencne@Pető.hu

The pedagogical system for rehabilitating motor disabilities, which has earned international reputation for Hungary and was recognised in 2006 as a „Hungaricum”, is referred to as „the Pető method” all over the world. It is unfair that so little is said about the person who originated conductive education: the physician and pedagogue András Pető.

Following the invitation of the Ministry of Welfare, Pető commenced work in 1945 with 14 children in an Alkotás út building which belonged to the College of Special Education. In acknowledgement of his results he was later on appointed Head of the Department of Movement Therapy at the said College. Then he got the opportunity to run a separate institution when the National Institute of Movement Therapy opened on 1 February 1950 in Szent Imre (now Villányi) út in Budapest. Pető acted as its director until his death which he met in 1967 while working at the Institute.

Pető was a highly educated physician, author, journalist and scholar who spoke several languages. He had many enemies and few friends due to his relentless working capacity, consistent and authoritative manner and adamant attitude. At the same time he tried to take any measure that could possibly contribute to conductive education finding its identity and he succeeded.

It is impossible to talk about the development of the conductive system without mentioning the changes in attitudes towards people with disabilities. It is essential to touch some issues of integration and segregation as well for Pető's approach to social integration was then seen as revolutionary; by now his principles and ideas on the upbringing and treatment of people with disabilities have stood the test of time.

Question of Choice? – How Teacher's Expectations Influence the Success of Integration

Erzsébet CSEREKLYE

Eötvös Loránd University, Budapest

ecsereklye@t-online.hu

Once upon a time, a small village school in Eastern Central Europe, forced to raise the number of its students, decided to admit all the children from the neighbouring refugee camp. The number of the refugee children was one fifth of all the students in the village school, but it was still nice and cosy, there were no more than 15 students per class. Teachers welcomed the refugee children as the saviours of their school, and were inspired by the challenge of helping them. The children were put into classes by their age and were warmly welcomed. However, a few weeks later the refugee children misbehaved in class, they often prevented the teachers from teaching. Instead of adapting to the school's rules, these refugee children used different standards, including not bringing their books, sleeping on their desks, listening to music or going to the internet room during class time – and teachers considered the latter as a fair deal.

Through the case study of the above introduced school I will show, how teacher's expectations may influence the success of an integration program. When forming their expectations, besides the actual knowledge of the refugee children, teachers also should consider the students' cultural and social background, that can be significantly different. Without paying attention to all these attributes, teachers easily form such expectations (often based on the curricula or their previous experiences with the majority group), that may never be fulfilled.

I argue, that the Pygmalion-effect might be accelerated and enlarged to a great extent by applying it to member of a minority group with uncertain social and economic background. Students cannot fulfill inadequate expectations (too high, too low or out of context), and their failure will influence the behaviour of teacher, who will offer less positive feedback, time and personal attention to the students, and require less work- and efforts from them. This process results easily in stereotypes (e.g. lack of motivation, lack of interest) that may be quickly internalized by students belonging to a minority group, and projected very soon to the whole group of children.

Efforts for the Innovation of the Traditional Teaching Techniques

Ágnes DÉMUTH

University of Szeged, Szeged

tumiga@jgypk.u-szeged.hu

Four years ago, as a parent I have had the opportunity to have a look into the life of a primary school in a city of the Illinois State (USA) for two years; moreover, into the life of a school of children with different cultures and mother tongues. Ten years later I could get to know the vocational educational system of a high school in Washington DC enabled by the American Teachers Union. However, the American students had much less information on the area of general information—compared to the Hungarian students—but they were not biting their fingernails, they were not worried, they were natural, confident on the air. In our days it is of high importance because one can understand the main point of the education based on competence. Starting from the fact that the development of a personality means the extension of abilities with the acquisition of new information mostly, the role of the teacher is to explain the curriculum. Their task is to pass on the information. Naturally, their starting point can be that the personality of the students can get richer if they are only building on their activities. However, in this case the educator will have to build on the fundamental needs of the students, namely on their curiosity. Let them provide situations for the students in which—on the basis of the intrinsic motive (need satisfaction)—they can discover the world on their own, look for the explanations, understand the contexts they discovered. On the basis of the same curiosity—interests—they should form groups and finish the curriculum with the help of the school library, the computer park they can use anytime and continuously. In this way, the natural concomitant of the lessons is the debate, the argumentation, the continuous feedback concerning the performance of the students, the cooperation. I would like to report about my experience regarding the possibilities of “shuffling” these form of work into the classes and lectures for those who are interested and in the hope that they will develop and improve them.

Teaching English, Teaching Boyash, Teaching Romani: Callanges in Common

Renáta Anna DEZSŐ

University of Pécs, Pécs

derekrena@gmail.com

Due to several reasons foreign and/or second language teaching is not necessarily a course book driven activity. In the case of modern foreign languages in many cases professional challenge for the language teacher is choosing a course book that enables him/her to differentiate in the classroom, whereas when talking about minority languages such as Boyash or Romani we simply cannot talk about supply of relevant books. Before the political changes of the late 80s early 90s of the previous century creating educational material used to be the exclusive competence of course book writers and experts of Hungarian public education.

Today due to new social and public educational circumstances these tasks are challenging teachers who may have never been educated in curriculum development. The case of minority languages in this concern is an even more burning issue: teacher training of minority language teachers and teaching minority languages in public education are its basic factors.

Presence of bottom up processes can be understood as an element of a developing democracy. Learning what freedom, in our case that of the curriculum and syllabus is, does not seem to be a simple task as organizing the teaching learning process becomes personal responsibility. However, taking responsibility does not belong to those characteristics that are internalized in Eastern Europe. Learning how to take it is a long way to go which requires plenty of self experienced journeys. This study reflects on such a journey of a teacher.

First I am comparing the ideal classroom to the classrooms of reality. Next I introduce three techniques of script based drama used while teaching English as a Foreign Language (TEFL) to pupils in their 6-14 years of age from my own almost two decade long educational experience. I support my experience with that of colleagues from all over the world, along their published articles in journals of TEFL. This part is followed by a section on teaching minority languages. We are to see how the techniques of script based drama can be used while teaching Boyash or Romani. I focus on the relevant adaptability of folktales, songs, role plays, games, rhymes into script-based drama activities. Last but not least I gather competences that may arm the teacher of minority languages in public education so that their effective everyday work would not remain a fashionable idea of recent education policies.

The Facilitative Adult Trainer Role

Ágota DOBOS

Corvinus University of Budapest, Budapest

agota.dobos@uni-corvinus.hu

The facilitation approach in adult education is not merely a set of techniques and methods but it is based on an underlying integrated theoretical framework with core values and principles. These basic values are closely connected to the learner-centred approach in which the emphasis is put on adult learning accompanied by personal development satisfying the real practical needs of the adult learner. The presented approach is based on a theory of group facilitation, and it aims at exploring concepts and principles that can highlight and justify the effectiveness of training adults in small groups using facilitation approach.

The facilitative trainer, referred to in the title of the presentation, suggests that a shift is needed in the concept of the adult educators' role integrating facilitative skills in their work even if they are primarily responsible for teaching particular topics. To convince educators involved in teaching adults that they should acquire facilitative skills and apply them purposefully in their teaching practice, it is useful to identify and compare the underlying core values and assumptions, the strategies and consequences of the unilateral control model as well as the mutual learning model.

The facilitative adult trainer role is distinguished from other roles (e.g. consultant, coach, leader) built on the application of the same facilitative methods and techniques. Adopting the distinction made by Roger Schwarz between "*basic facilitation*" and "*developmental facilitation*", the presentation focuses on the special features of the latter, in which the main objective is to help a group improve its process and help the individual group members develop their knowledge and skills by learning to reflect on previous experience and change their attitudes, or even behaviour – in case they can become internally committed to change – in order to be more effective in facing challenges and solving problems at the workplace and in private lives alike.

Practical examples are based on and derive from the experience of the author as a trainer in the field of training public administration professionals and elected local government officials in the spirit of a training philosophy and methodology learnt in a Hungarian-American Public Administration Program managed by ICMA Washington.

Education and Skill Development on Informatics Classes

Károly FARKAS

Budapest Tech, Budapest

Farkas.Karoly@nik.bmf.hu

Informatics classes in Hungary are typically involved with training for the ECDL exams. This is not enough. Papert's Logo Pedagogy and its Hungarian adaptation, Playful Informatics, presents how IT tools can be used for the development of thinking, for the easy and playful learning of traditional knowledge material.

In the MicroWorlds Logo Group of the John von Neumann Computer Society, we think and claim that one of the most effective, therefore most important field of computer applications is thinking development. Scientific experiments have proved that Logo Pedagogy considerably enhances the development of creativity, empathy and fantasy, makes pupils self-assured and helps goal driven thinking. Logo is absolutely suitable for informatics education, the development of certain cognitive abilities, and on the other hand it assures us that we are the masters of the computer instead of being its servants.

Logo is a good tool to apply Polya's school of thinking, to develop algorithmic thinking and use object oriented design principles. It is amusing like games, full with constructivism, fantasy and creativity, while it is not so hypnotizing as many game programs.

We consider informatics education more important than training. To play with Logo is important so that IT thinking should be developed with more and more experiments. Learning Logo should begin in the kindergarten, and should be used in the elementary, moreover in the secondary school as well.

In many schools, Logo is used for drawing and desktop publishing. We agree with this, but we can go further and use Logo in mathematics and physics studies too. The main advantage is the turtle geometry that can replace the ruler and the compass in the solution of some specific problems.

At this conference we demonstrate the use of Logo for mathematics by drawing ellipses using several methods, the classical Abelson-diSessa procedure, then the polar coordinate algorithm, and also in an even more effective and more syntonetic method developed by ourselves. This latter algorithm produces the ellipse as a result of linear and rotating motions. By this method we have written the Logo codes producing various mathematical curves in a syntonetic and easily interpretable way.

Implementation of Personal Learning Environments – Requirements for Teachers

Péter FEHÉR

Center of Pedagogical Services, Pécs

feherp1@t-online.hu

The rapid evolution of Internet services is influencing education and learning. Web2-like approaches (networking, social web, connectivism, etc.) require new ideas and methods in teaching practice. The term Personal Learning Environment (PLE) is closely related to e-learning 2.0, which was first described by Downes in 2005. Soon after Wilson published a conceptual model for a new type of system, referred to at the time as the “VLE of the future”. Opposite to Virtual Learning Environments (VLE) PLE emphasises on how students (or users) take control of and manage their own learning in different learning situations. According to researchers Personal Learning Environments will extend current learning possibilities and support personalized development of students’ (in competency-based education) and users’ self-reliance in learning. They asked the question „how will PLE and VLE design co-exist?” This can simply be a case of parallel lives, with PLE becoming a dominant design in the space of informal learning and some types of competence-based learning, and VLE remaining the key technology of formal educational systems.” (Wilson, et. al., 2006)

If we would like to implement PLEs in Hungarian public education, it is necessary to present and research them in teacher education. In our recent article (Fehér, 2009) we have already identified some useful web 2.0 tools (blogs, collaborative learning spaces, wikis, etc.) in educational settings. This paper tries to collect and analyze some basic requirements for teachers and teacher education.

Gender Differences in School Efficiency in Higher Education

Hajnalka FÉNYES

University of Debrecen, Debrecen

fenyesh@freemail.hu

There are some areas, where the girls are still disadvantaged in education, but this presentation deals with the field where they have gains over boys. The girls are in majority in general high schools and in higher education, and according to the male disadvantage hypothesis, the social mobility of girls is higher, than that of boys (the boys study in high schools and in higher education with better cultural and material background). The other field – where boys may lag behind girls -, is the school efficiency. Many studies show, that the girls are more successful in high schools, and they have better grades in higher education. Based on the special literature, the possible reasons for greater female efficiency in secondary level education are: the success of the studying methods of girls, their better non-cognitive abilities, their greater self-discipline, their willingness to meet all demands (acknowledgement of others is more important for them), the greater pleasure they find in studying and finally their greater cultural activity (girls read more, and their cultural consumption is bigger).

In the empirical part of the presentation we examine the school efficiency of boys and girls with several measurements, and use linear and logistic regression models to filter out the effects of the different social background of boys and girls. In accordance with our hypothesis, girls are more efficient on secondary level in spite of their worse background indexes (they have more language exam certificates, better students' performance averages, bolder plans for further studies and more participation in student competitions). On tertiary level, however, the situation is not so simple. The advantage of girls is present at admittance – they outnumber boys in higher education, their high school leaving exam results are better, they have more language exam certificates. Nevertheless, according to certain indexes (student competition activity, special college status, teaching and publication activity during the studies, PhD plans), boys take the lead in the subsequent years of studies (although, according to some other indexes – language exam certificate, further study plans, study trips abroad – girls are still more efficient). These results already foretell the greater success of boys on the labor market, especially in the case of a scientific career. When boys decide to study further (and do not “waste themselves” in vocational schools), the plan for a PhD training and researcher career may gain more emphasis. We need to note, however, that in the case of two indexes (student competition and teaching activity during the studies) the greater efficiency of boys were only due to their better material and cultural background.

E-learning, E-communication, E-educator

Krisztina FODOR TÓTH

University of Pécs, Pécs

kriszi@feek.pte.hu

The theme of my presentation is studying the possible roles and communicational possibilities, as well as habits of educators within the framework of e-education, principally in higher education.

The starting point of this analysis is, on the one hand, the practice and the theoretical possibilities of typical, traditional “face to face” education, and, on the other hand, the educational and pedagogical support tasks in the pedagogy of open and distance education. The e-learning, due to the fact of being technologically indirect and inevitably asynchronous, is similar to distance learning, and not only in respect of preparing the curriculum and planning the process of learning, but in respect of support and communication. However, in Hungary during the everyday practice the application of e-technologies is just rarely accompanied by the revision of the learning management strategies. Accordingly, the characteristics of educational roles and communicational habits in e-education are somewhere halfway between those featuring traditional and distance education.

During the development of an electronic curriculum it is crucial to keep an eye on both the optimum conditions and the current practice that the new curriculum has to fit into. This current practice is, naturally, including the educational process’s target group, objectives and requirements, as well as every other aspects of organizing learning: curriculum, work schedule, administration, the given (or missing) technological and competence conditions, the learning support system adjusted (or not) to these conditions, and all the communications that take place during these adjustments. Last but not least a key element of this process is the situational role that the educator is assigned or intended to fulfill in e-learning.

In the recent past the Regional Distance Education Centre of the University of Pécs has developed its electronic assistance on learning development called *Learning – effectively, sensibly and with lasting results*. The results of the development process, and mainly the testing of the afore-mentioned material are suitable for drawing morals and conclusions in respect of the development of training materials for higher education and the possible roles of e-educators that is in close connection with the former one.

New Practice-Oriented Economic Knowledge and Methods of Health Education at Semmelweis University

Erika GARAJ

Semmelweis University, Budapest

garajerika@yahoo.co.uk

Our time is full of changes. The number of educational reforms is growing at an exponential pace, worldwide. Semmelweis University (SU) has also joined the Bologna Declaration and the Faculty of Health Care has changed its training system in 2006. It drew our attention to new competences of employee and needs in the labour market of health sector. The workplaces require qualified health professionals with special practice-oriented management skills depending on positions. These needs have made us rethink the curriculums and training programmes.

Nowadays the economic and management knowledge are becoming more and more important part of health education at SU. As Lao Tse stated: „A long journey starts with one step.” Our first step was the accreditation of new special management-oriented postgradual programmes depending on the needs of health market in 2007. These days students can select among some postgraduate management-oriented programmes as follows: health project manager, wellness manager and health care manager. The management-oriented subjects are taught by external lectures with business practice. According to the co-operation, between the International Project Management Association (IPMA) and the Faculty, our students could get general and special knowledge, methods and tools of professional project management. They could try their skills in the business simulations and real situations out (guided field practices).

The second step named „curriculum reform” is following from September 2009. The Faculty has developed new curriculums for full-time and corresponds courses. Specialist programmes are as follows: nurse, dietician, physiotherapist, ambulance officer, midwife, public health officer, health visitor, diagnostic imaging analyst and optometrist. These students will learn about health economics tendencies and general health care management knowledge depending their professionals. They can choose other subjects as business skills and join other enterprise-friend activities (spin off club, students' scholarly circle, research)

New skills need new training methods. The favourite methods are the case studies and the role plays. Case studies are widely used as learning devices in the education of managers and in faculty workshops. Our case studies are taken from healthcare management situations and experiences in the real world and are made for students of healthcare management to analyze and resolve. They require the student to think, reason, develop critical thinking skills and analytic skills, use creative abilities and make decisions. The main task is always to answer the question: why? Another method is the role-play which is one of the best ways to simulate situation and can be an excellent teaching tool if done properly. Students can decide what role they wish to play: the health manager who must deal with the matter and solve professional and personality conflicts or an outside management consultant who has been called into advise health management on what to do.

In my presentation I would like to show the previous process and specialities of the educational changes at Semmelweis University. In addition all change is good basic for planning professional development.

Integration in Practice in the Herman-Munkácsy Elementary School

Eszter HADOBÁS

University of Miskolc, Miskolc

eszter_hadobas@yahoo.de

The 30 years old Munkácsy Mihály Elementary School is one of the few schools in the north-east region and the only one in Miskolc, which offers education for students who need special treatment. More than 15 years ago has been started the special education of the dyslexic, dysgraphic and discalculiac children with the Meixner-method in small in number classes. Nowadays the system covers all the 8 grades, and the school has a so called “D” class in every grade.

In our days the education and the integration of the special education needed children is a key question. Most of these students have not only one, but several disabilities, and also have troubled family background. The special educational methods, used by the teachers of this school can help them to learn to read, write and calculate as well.

My aim is to present the work of this elementary school and to reveal the functioning of the special educational classes. I would like to make an excursion how can come to fruition the social and functional integration in this institution.

In my opinion the achievements of this elementary school show us that this work should be continued, since the social claim is bigger and bigger for this type of education.

Motivation to Learn a Second Language for Minority Students: The Case of Ukrainian for Hungarians in Transcarpathia

Beatrix HENKEL

Ferenc Rákóczi II. – Transcarpathian Hungarian College, Budapest

henkel.betty82@gmail.com

Several studies on L2 motivation explored the profiles of minority students learning a second language around the world (Dörnyei, 2001), but no such investigation has been carried out for Hungarian minority students. The present study is situated in Transcarpathia, Ukraine, where having a good control of Ukrainian, the state language, is compulsory for all students, who want to finish secondary school and want to be admitted to any higher educational establishments in the country. It raises a serious barrier though to students belonging to language minority groups in Ukraine. This study explores the elements of the Ukrainian language learning behaviour of Hungarian minority students. To research this issue a standardised questionnaire was used to collect data from 211 Hungarian students living in different parts of the Transcarpathian region. The results show how the Ukrainian Motivational Self System is constructed and how the elements of it explain the difficulties that minority students experience.

How do the Students Think about the Conscience?

Attila HORVÁTH H.

University of Pannonia, Veszprém

horvathha@merus.hu

I conducted an open-question survey in 2008 (N=138) about how teacher trainee students think about conscience. This survey is the continuation of my research into the moral judgments of adolescents based on their comments about moral dilemma situations, the results of which I presented at last year's conference in Fürstenfeld.

I first asked the students, who were in their mid 20s, to explain what conscience meant to them. Then I asked them to give me an example: a story to illustrate how much they think conscience is present in everyday life. My last question was what they could do to pay more attention to conscience and conscientiousness at schools.

The sample was not representative but it reflected the ratio of men and women as only a little more than 17% of the respondents were men. In teacher training only every 5th student is male. 53.6% of the respondents wanted to work as teachers, about 10% are indecisive so almost 40% will work in other fields with a teachers' degree. This corresponds to the Hungarian average data.

The picture I got on the basis of the survey is rather pessimistic. While the students feel conscience an important value, their stories and examples are mostly about the lack of it. They do not have many ideas of how and what they could do to improve the situation at least in the schools.

With the help of content analysis I demonstrate and analyze the small, telltale details of what picture men and women have about conscience, what picture those, who do not choose a teacher's career and those who do have. The examples and stories of the respondents about the presence and lack of conscience require further fine analysis but many interesting connections can be discovered at the present stage of the research.

Last but not least, it is worth to have a look at the similarities and differences between the adolescents' spontaneous comments and the explanations of teacher trainee students concerning the judgment of conscience. Conscience – on the basis of the comments – is a value which has a strong connection with friendship and honour. It seems that in the pupils' thinking the term of conscience is closer to the sense of guilt, to the definition of Freud (1943). The term of conscience shows a more sophisticated tendency in the students' thinking but it is not close to Fromm's (1947) interpretation, who wrote about conscience as a science of man himself, of success and failure in the art of life.

The History and the Present of Conductor Training and Current Challenges

Júlia HORVÁTH

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

hjulia@t-online.hu

From its beginning the respective situation of conductor training (conductors are professionals educating persons with motor disorders) has been closely related to the education of the motor disordered and served as its practical setting. Physician and professor András Pető, the founder of the method and the originator of the conductor profession, attached great importance to establishing the training of the specialists already from the initial phase. For the profession to be acknowledged, he fought hard battles against the cultural administration of the time. In writings and lectures by Pető, later on by Hári and Kozma the milestones of the development of conductor training stand clearly before us. By now those documents have to be regarded as facts in the history of pedagogy.

What made the training unique back then were the high proportion of practicum and the employee status of the students. The 'master and student' relationship of that time guaranteed the high standard of the training. These days we can only hope that this great value can be preserved despite the accumulation of students in higher education. From that practical training arose the college-level training of conductors, later on conductor-teachers and conductor-kindergarten teachers, now a BA programme with opportunities to specialise. It also justified the position of conductor training as an integral part of teacher training in Hungary.

In the presentation the milestones of conductor training, then the factors promoting and hindering progress will be analysed, using statistical data and facts. The author will deal with the effects of efforts towards integration and the opportunities stemming from the interdisciplinary position and continue with the real situation of the training. Finally she will analyse the impact of the Bologna process on the existence of a small college and its social and political effects and outline current and future tasks concerning the training.

The Quality of the Education and the Coherence of the Emotional Competencies

Erzsébet JÁRMAI & Mariann JÁRMAI

Budapest Business School, Budapest

jarmai.ertzsebet@yahoo.com & mariannn90@yahoo.co.uk

The quality of the teacher's work, which is one of the many factors affecting the quality of the education is crucial from the aspect of the learning method of the students. However, the interesting result of the related scientific researches is that the measureable characteristics (for instance the qualification and the knowledge of the teacher, the level of the qualification, the professional competence, the teaching experience) of the teachers slightly explain the deviation of the results of the students. This result focused on the relevancy of those characteristics of the teachers which can not be empirically measured. According to the view of the experts, probably, the unmeasureable characteristics are closely related to what happens in the classroom. In this context, it is important to define, which teaching and learning methods affect the students on the most efficient way. In the light of the experience, it is relevant what happens in the classroom. There are influential proves, that the effective teachers follow a practice, which is different from their colleague's practice. As for their teaching methods, they apply not only their professional knowledge, but their emotional competencies are also important. This means – and the newest scientific results of the psychology also show – that the activity of both the teacher's and the student's personal and social competencies are indispensable for the value mediation, the efficient transfer of the knowledge, the development of the personality and the education.

Empirical specialist literature supports the fact that cognitive components of personality alone are not sufficient for effective learning, but indispensable in development of the affective side of personality, the personal and social competence. The aim of this presentation is to show the results of more pedagogical researches and to refer to their psychological background.

Gender: A Useful Category for Textbook Research

Orsolya KERESZTY

University of Kaposvár / University of Pécs

kegyera@gmail.com

Scholarly works of 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 a 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 are considered as 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, the family and the educational situation dominate the textbooks.

The Role of Datamodelling in Information System Efficiency

András KESZTHELYI

Budapest Tech, Budapest

kea@turul.banki.hu

I made a student questionnaire in 2008 about their observations while using the scholar information system. The most frequent problems mentioned by the students were: aborting the connections, short timeout and slowness.

An important step in developing of an information system is data modelling. It is a necessary but not enough basis on which a good IS can be constructed. There are general prerequisites of the goodness of data models. At the conceptual level a good data model needs to be understandable, unambiguous, realistic, full and minimal.

Minimality is a very important property. Redundant databases need (much) more storage capacity and therefore more time to be handled. As a result they need a better machine to run on. It can be supposed that at least some of the experienced problems of the Neptun are rooted in model level errors.

I was wandering whether the data model of our scholar information system meets the above requirements. Of course I was not given the model documentation itself because the IS used by us is a commercial software so I had to try another way. I made a data model for such a scholastic system which was considered to be good enough, at least by me, to be examined instead of the original one. If I can produce better, or at least not worse, results in a poorer environment than I can state that the reason of the difference can be identified in the differences of the original and my data model.

I chose the registration for examinations which is critical from the aspect of response time. I made the conceptual data model carefully and a colleague of mine implemented the plan and developed the part of the application which is needed to do some efficiency measurements.

The test environment consists of PC computers and free softwares. The database server has an Intel processor of four cores and 8 GB RAM. It runs Linux, Apache with PHP and MySQL as an RDBMS.

The test database contains 8192 students, four examinations for each of them grouped into 640 dates. The registration is made by a PHP script which chooses a random date for all the exams of the test user currently called it via an offline browser. Time at the beginning of the connection and when the response was saved to a local file by the browser was logged. Test registrations were started almost simultaneously with a two second pause after every one hundred starts. The settings of the offline browser were: max 4 retries, 30 seconds timeout, 10 to 30 seconds between two retries.

The results were better than I had expected before. All the registrations of all the pupils were successful. The total time needed for the 32.768 registrations of the 8192 students was 3 minutes and 7 seconds, so the average time needed for a test student 0.023 second.

Summarizing the above I can state that (much) better results can be achieved based on a good data model even in poorer technical circumstances.

Health Promotion Teacher – The Teacher of the 21st Century

Bernadett Kis

University of Szeged, Szeged

kisbernadett@jgypk.u-szeged.hu

The health promotion teacher training has been formed by the needs of the 21st century society. Though the health sciences teacher major on university level started by the then Department of Applied Health Sciences is seen as an antecedent, the health promotion teacher is a new professional with new tasks and challenges. The health promotion teacher has a very diverse role; s/he is responsible for educational, planning and developing activities in primary and secondary education, vocational training and adult education. This professional has a wide range of teaching and learning strategies and methods, is able to articulate short, -medium and -long term aims for health promotion, work out plans for school health promotion and education, and develop and implement theory- and evidence-based sustainable health programmes. S/he also has a multiplier and an advisor role and as the leader of the multidisciplinary school help team, s/he is a key figure in disseminating mental health culture at schools. With this knowledge and skills the health promotion teacher is able to transform school into a health promotion setting with the involvement and participation of students, teachers and parents as well, making an impact on the wider social context of the school.

In 2008 The Institute of Applied Health Sciences and Health Promotion worked out and accredited the 30- and 50-credit major and minor master's degree programs. Disciplinary theoretical courses are from the field of health promotion and health sciences. Their approach is complex and multidisciplinary, always with a stress on the physical, mental, social and environmental factors of health. During the practical courses students' communication, social and counselling skills are improved in groupwork. The Methodology module is comprised of the Practice of Curricular, Extracurricular and Out-of-School Health Promotion. These courses are based on a new knowledge concept that emphasises spontaneous acquisition and learning in natural environment. The methods used in these courses – like projectwork or problem based learning - are cooperative and students' interest orientated. The paper is to introduce the curriculum and competencies of the health promotion teacher.

Foreign Language Learning and Mother Tongue Effect

Renáta KIS BERNHARDT
Szent István University, Jászberény
bernhardt.renata@abk.szie.hu

The main argument of my presentation is that foreign language learning can support first language learning. Many researches are known about the influence of the first language learning to the second language but much less about the opposite direction. The foreign language to first language effect can be recognised in many cases (such as second language as a lingua franca, bilingual first language acquisition, immigrants can study their language of the new community or when two languages are present, but one of them is dominant) but despite these situations the case I would focus on is when an instructed foreign language appears in another language community. This means learning a foreign language at schools, especially at bilingual schools. Although this case is not considered as a bilingual situation because of the distance to the target language culture but it is worth examining whether an intensive and successful foreign language learning can support the first language development. In my research I am dealing with the language level and development of students learning in Hungarian bilingual primary schools.

Giving Complex Approach beyond the Limits of Disciplines

Ferenc KISS & Judit VALLNER

College of Nyíregyháza, Nyíregyháza

kissfe10@gmail.com & vallner@gmail.com

At the beginning of the twenty-first century we are not only at a crossroads. Persistent problems of economic stagnation, social exclusion, and environmental degradation suggest that our global community is not developing sustainably. It is in crisis.

Where we are going in this changing world? That is why we need to rethink ways in which development will take place and its relationship with environment and culture in the past and future as we seek a more sustainable society.

The module (called Introduction to environmental studies) is an obligatory study for all students at the Faculty of Science of the College of Nyíregyháza. This way we give an opportunity to our students to understand the strong relation between the three basics of our world nowadays: the connection between social, economical and environmental problems. We also give them concrete duties that they can realise in their own life.

Each issue or theme is clearly leads into an extended study by using a variety of books, films, work of arts and other resources. However, the information provided within the themes insures that each section can stand on its own as a complete unit.

The textbook and the seminar together provide students with opportunities to study films, photographs, cartoons, illustrations, literature, and modern and historical documents. Together with lecture materials these can help the students to extract information, make deductions and put information together from more than one source. Having done that they will be able to comment on the sources and form their own judgements. The texts and the sources illustrate and explain the wide spectrum of use and perspectives of both historical and the modern world, leading students into understanding the world in which they are living today.

As a result we made wider the social and scientific based education by focusing more on art and sciences as an alternative way of understanding the real meaning of sustainability.

The feedback we receive at the end of the course is a very important factor for improving and updating regularly the curriculum.

Play Skills Development of 6-10 Years Old Cerebral Paretic Children

Anna KLEIN

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

klein@Pető.hu

The child's needs underlie play which belongs to their main activities in infancy. Play activity provides the essential basis for the development of sensory-motor, intellectual, emotional and volitional functions. Mature play is characterised by goal building, planning and problem solving. The activity emerging during play is a condition of spontaneous and conscious learning. In conductive education the shaping of activity, goal building and problem solving is adopted and set as an aim through activity-based principles. This is the reason why taking advantage of the pedagogical values of play has been pursued for almost ten years by means of play sessions which are consciously and systematically integrated into the daily routine.

The present study undertakes to introduce the prevalence and the characteristics of an important segment of play activity: role play. Two kindergarten groups and two school groups i.e. children aged 4-6 and 6-8 years, respectively, were observed on four occasions over a period of one year according to structured observation criteria. Observation took place quarterly during spontaneous play activity going on for 30-40 minutes. In the groups involved the organisation of play sessions in a consciously planned part of the pedagogical programme. Altogether 49 children participated in the programme.

The following results must be emphasised here, due to size restrictions omitting the related data: Role play, the most advanced form of play, maps social roles and reflects experience-based conduct and behaviour patterns.

Given the damage to their motor and associated functions, the experiences children with cerebral palsy are able to acquire are limited and narrow. In this population the form of play in question is not as common as one should expect in these age groups. In comparison to the criteria of advanced role play, creative play appears on a lower level. Integrated play sessions are designed to enhance the children's social experiences and to introduce them to attitudes and behaviour patterns which they can also practise extensively. Through these activities we aim to develop their intellectual, communication, emotional and motor skills, i.e. their social skills in general. The facts we have found reveal that during the one-year period role play has become more frequent in spontaneous situations. The subject matter of play has become richer, the circle of children playing together has increased and the elements of planning and creative implementation have emerged. The more frequent manifestations of persistent, absorbed activity suggest the development of attention and fantasy. The number of verbal interactions has increased the reinforcement of the elements of evolving motor skills and their integration into complex action have started and in some cases new, purposeful forms of motion have turned up too.

At the present stage of research these changes encourage us to continue the work we have begun. During further analysis of the data new facts may come to light and thereby allow for a correction and refinement of the programme subject to need. Following an extensive processing of the data we may as well determine development indicators which are characteristic of CP children and suitable for generalisation.

Freedom to Learn – the Time has Come, but can we Live with the Freedom?

Sándor KLEIN

University of Pécs, Pécs

sandor.klein@shl.hu

Carl Rogers 40 years ago in a powerful book pointed out that teaching as it is done in many schools is obsolete: teachers, while helping students to learn facts and figures, contribute very little toward their having a „good life” (a process in which „ one is involved in the frequently frightening and frequently satisfying experience of a more sensitive living with greater range, greater variety, greater richness”), and turning them into conscious human beings who care about the future of mankind.

The kind of teaching he advocates is best characterized by „facilitating leaning”, where learning should be interesting, intrinsically motivated, meaningful, and experimental. To be a succesful facilitator the teacher needs to have a special attitude towards students, one which is characterized with congruency, unconditional positive regard, and empathy.

In the 80's I tried to change teacher training (or at least the psychology course as part of it) in a more student-centred direction at the Teacher Training College in Szeged. Although some of the students and teachers became very much like those in Carl Rogers' own experiment at St. Lawrence University (New York).

Some of Carl Rogers' ideas affect Hungarian education. There were several student-centred elements in the special Hungarian version of New Math movement. One could find a few teachers – the most well known is Márta Winkler – who were living proof that student-centred education could be a reality even in a non-democratic political system.

In 1989, when a more democratic political system was established in Hungary, many of us hoped that it would reflect itself in everyday school practice. Of course one can point out changes, but generally the schools remained the same.

This presentation is not about the past, but about the future which is even now present here and there. As part of the effort of the Educational Research and Development Institute to find good examples which could become models for other schools, we were happy to find student-centred teachers all over the country. We hope that by connecting and supporting these and other similar teachers, freedom to learn will become more the rule than the exception in Hungarian schools.

Opinion of Students about Educational Games

Katalin KOVÁCS & Zsuzsanna SÁRINGER SZILÁRD

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

katalin@mail.hupe.hu & saszizsu@gmail.com

Over the course of the past decades the efficiency of segregated education has increasingly been called into question in Hungary, necessitating a thorough review of the theoretical and practical benefits of integrated education. The need for differentiated development is today an integral part of pedagogical culture, however our teachers are far from ready to meet the demands of individual development and they lack the necessary practical skills and capacities for this.

The methodology of cooperative learning is least developed in the field physical education, despite the fact that the most efficient – and most natural – way to lay the foundation for cooperative learning is through play (involving movement).

Futurology researchers increasingly propose play as a valuable pedagogy tool. In play they see an opportunity to pave the way to success, since meaningful and enjoyable play is unimaginable unless the players are open to new ideas. Despite this, practical experience shows that our students do not possess the comprehensive play experience necessary to effectively incorporate play into their everyday work as practicing teachers. In our study we evaluated the mindset of future teachers to see how play, and particularly the cooperative approach, appears.

We surveyed the play experiences of 1st year students at the Semmelweis University, Faculty of Physical Education (TF) and at the *International Pető András Institute of Conductive Education for the Motor Disabled and Conductor-Teacher Training College*, as graduates of both institutions deal with children. Questionnaires were distributed during the first and the last play lesson of the 2007/2008 school year (N=145, TF=77 students, Pető=68 students), which gathered demographic data and asked both open and close ended questions.

In the initial survey we asked about both intellectual and physical play, including questions on how frequently the students played and when they had last played. In the final survey we aimed to find out how much the students were impacted by the different physical games after half a year of studying.

The results of the initial survey appear to substantiate the practical experience that play as a source of pleasure does not become an integral part of the everyday lives of our students in their youth. The final survey showed that more than 40% of the female students would like to learn more about play. However, we noted with regret that for almost half the students participation in the course was only a pleasant way of spending their time. Responses to another question revealed that while every student wanted to use play in their work later on, only a third of the students noticed a lack of educational methodology, despite the fact that this was barely covered in the course. It was discouraging to see that, in choosing their “favourite play,” for the female students novelty was the least influencing factor. “Cooperation with other players” was no more appealing for future teachers than the challenge posed or the funny nature of the play.

Our results show that the play related knowledge of students increased during the course. However, we have not managed to make students conscious of the positive benefits of learning through play. We will use our experiences with this and future studies to review and modify the course topics and structure.

Schön's Reflective Model in Pre-Service Teacher's Education

Katalin LÁNG

Pázmány Péter Catholic University, Esztergom

langkata@freemail.hu

Since the early eighties discussions were generated about and great emphasis has been put in educating reflective practitioners (a concept introduced by Schön) especially in professions such as teaching, nursing and social work.. Such debates have drawn attention to the importance of learning through experience in which, presuming learners are exposed to a well-planned and properly monitored learning experience, they have a chance to apply their existing knowledge in a real situation and also by drawing on these experiences clarify and illustrate theoretical discussions during academic courses.

Learning from experience – on which the notion of reflective practice is based – is not a new educational concept. Reflection serves as a bridge between theory and practice. 'Reflection is a crucial process in transforming of experience into knowledge, skills and attitudes. As such it is the core of both learning and continually evolving professional practice.' Through reflective process student teachers and practitioner teachers consciously challenge their knowledge, attitudes and beliefs in the light of an experience in order to achieve a higher level of awareness of decision-making, self-evaluation and action-planning. As a consequence, reflection enables practitioners to integrate new knowledge and experience within their existing cognitive frameworks.

In my presentation I intend to give a historical overview of the notion of reflection and introduce and analyze Schön's reflective model focusing on its crucial pedagogical role in pre-service teacher education.

Critical Issues in Dance Education and Training

Péter LÉVAI

Hungarian Dance Academy, Budapest

peterel@mtf.hu

With the imitating methods of movement learning the variability of movement ideas is difficult to influence. Movement notions have no inner representation until no movement experience is connected to them. During practice the number of experiments and rejections does not have to be judged by the degree it resembles the original sample but from the point that how much it helps creating other movement notions. Only after acquiring the set of rules can the movement improvisations be stressed, new variations can be developed, that are individual but recognizable for his community. Great amount of performance can help creating an individual and common style of movement, adjusting to each others' practice. A motivation base for it can be the movement games not independent from age, connected to drama pedagogy or movement pedagogy methods.

Scientific Life and Regional Innovation in Debrecen

Márta MOHÁCSI

Kölcsey Ferenc Reformed Teacher's Training College, Debrecen

mmohacsi@freemail.hu

A new phenomenon appeared in the countries of Western-Europe in the past decade: competitiveness, innovation and its measurement as they were traditionally interpreted in economics have been replaced by effectiveness, a new way of thinking focusing on the indexes of a region. In today's integrating Europe the role of universities has been upgraded in improving knowledge economy and society as the increase of knowledge society highly depends on the production, transfer, spread (education, training) and application (new industrial processes and services) of new knowledge. The special situation of universities is shown in the fact that they simultaneously participate in the accomplishment of a manifold process: a) research and development; b) students' education and researchers' training; c) the utilization of research findings (industrial relations, spin-off companies, regional and local development). In terms of higher education, scientific cooperation and the development of the region, the institutions of high-level universities and colleges, of which scopes exceed beyond the region, are clearly determining. The resources of the scientific-intellectual basis, though deeply rooted, are not fully exploited in favour of local development in the region. Higher educational institutions are priority bases in the research-development potentials of the region; therefore the R+D sector is highly concentrated spatially. The major part of its capacity is linked to Debrecen; besides this town, merely the other two county towns have considerable R+D activities. The primary task in this area is to enhance cooperation among the R+D institutions of the region and to enhance its direct economic relations.

When higher education in Debrecen, the spiritual radiation of its scientific activities and their operational areas in the regions are organized, when the system of relations in regional development are analyzed, priority is to be given to the large region, in which the system of relations and effect mechanisms related to the academic world and regional development are manifested in the most direct ways and agriculture itself is a key factor in various fields of economic-scientific life. Higher education institutions can absorb demands of the region through institutional relationships like further training institutes, entrepreneurial centres, consultation services, joint development applications and research commissions. Obviously these organizational units, experts and procedures can only be operated by institutions beyond a certain size. The interpretation of the internal demands of a region and the elaboration of competent responses are equally important: without institutions with several faculties which are capable of interdisciplinary work it is an unfeasible mission.

The University of Debrecen adapts flexibly to the demands and challenges of society, provides connects the players of scientific and business life and maintains close relations with neighbouring countries as well.

Look Who's Playing! – Various Game Activities with Cerebral Palsy

Zsófia NÁDASI & Szilvia MITÁK

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

zsofia.nadasi@hotmail.com & mitak.szilvia@freemail.hu

The 4-year long college course of the *International Pető András Institute of Conductive Education for the Motor Disabled and Conductor-Teacher Training* trains pedagogues, who will be educating and developing children – sometimes with severe – disabilities using the methods of conductive education. 52,66% of the training curriculum is composed of practical session classes, individual training and group education formats.

The objective of conductive education is to mobilize the inner motivation of children, to generate the intention that will help change and using its wide range of facilitation tools to bring about all-round development.

Play is natural in the life of every child, with a necessary and uncontested impact on development. It is during the different types of play activities that independence, self-confidence, the articulation of emotions, motor skills, communication, situational awareness, decision making and communication skills and a whole range of others are formed.

However, in the case of children left with disabilities as a result of an injury to their central nervous system, almost none of the areas of this complex development is automatic, owing to the lack of experiences acquired through movement, beside so many other things, they also have to learn to play.

In the 1st and 2nd grades of the Pető Primary School there is an opportunity to include personality development play sessions in the curriculum, which are led by 3rd and 4th year college students in the framework of group practice under the supervision of a college teacher. The topic of these sessions so far – mainly role play adapted to the age of the children – was selected from among the ADL areas, which plays a very important role in the life of our children.

From February 2009 we changed the scope as a challenge. We selected the personality elements, which as a result of the injury are given less emphasis in the life of children with central nervous system injuries, such as initiative skills, creativity, courage, self-expression, cooperative skills and organized the play activity with a special focus on these abilities. On every occasion we allowed room for spontaneous play, which our children also have a huge need for. Already after a few occasions, we could observe that the session leader was capable of retreating into the background and providing room for the spontaneous play of children. It continues to be our aim to ensure that children with disabilities are capable of initiating, organizing play independently and readily, that they are capable of cooperating with each other.

The sessions are followed by an analysing discussion with the student group, leading it by the tutors.

The Controversial Issues of E-learning and Computer Mediated Communication

Péter Kristóf NAGY

College of Nyíregyháza, Nyíregyháza

nagypkristof@gmail.com

The electronic way of conveying thoughts and ideas can be approached from three points of view. The first is the technocratic aspect, which is tightly linked to the users' knowledge that is most often acquired during secondary school education or through informal ways of learning. We lecturers are most interested in the possibilities of integrating this kind of communication to higher education.

For most of the teenagers entering higher education in the 21st century it is quite natural to be aware of the "new" communication technologies, however, it is less likely that representatives of the older students would be as keen on discussing scholarly matters using non-conventional methods as their younger fellows. It might be the effects of their having been socialized in the so called Prussian-type educational system, while members of the younger generations have been taught with the achievements of newer pedagogical approaches.

A number of research have claimed that the computer mediated ways of communication are less adequate than the conventional methods. These views are often apostrophized as the deficit approaches of computer mediated communication (CMC). To back up this statement researchers claim that these kinds of communication are asocial because of the technological constraints of the internet and antisocial because the time spent in the cyberworld might have negative effects on the offline relations of the users of the web. They also claim that non-verbal elements of communication such as visual and social markers cannot be as easily transmitted as it would be possible in the case of a face-to-face communication situation.

According to these scholars and researchers learning manifested with the help of or through a computer network cannot be as efficient as it would be in a conventional classroom environment, because the lack of the physical presence of the teacher might cause a series of problems.

There are, however, other approaches, according to which communication and even learning electronically can be even more friendly or intimate than chatting and studying in the accustomed ways, because taking advantage of the visual anonymity it is more possible for students to optimize their self image, thus creating a much calmer environment for the learning and speaking process.

Video Annotation in Teacher's Training

Attila PAKSI

Eötvös Loránd University, Budapest

info@attilapaksi.hu

In higher education, new challenges for teacher training (the so-called Bologna process) require instant and constant feedback from trainers about the performance of teacher trainees. As classroom activities can easily and reliably be documented through video films and the teaching and learning materials are available in electronic format, teacher education also needs an annotation tool for multimedia contents. A multimedia content could be a document, an image, an audio file or a video file. Annotation is an act or process of furnishing critical commentary or explanatory notes. It means to add personal opinions, remarks to a given object, such as a syllabus or curricula, a learning object or a video about possible classroom situations and solutions. Annotation can serve several purposes: (1) information sharing, (2) information filtering, (3) labelling of content, (4) enhance searching. One can do this activity for personal use or one publish and share a special viewpoint and comments with others. Moreover, there are environments where the whole annotation process can be profusely designed and structured so that the annotation itself becomes a collaborative activity. In educational usage, the annotation process easily turns into social knowledge building. Several video annotation services are available but the features they offer are flexible and varied.

In my presentation, I provide an overview of five video annotation services available online that can be characterized by the following features: (1) user interface, manageability, (2) rights of the content owner and other users, (3) type of the annotation process: individual or social, (4) available types of annotation items, (5) available services beyond annotation, (6) educational usability.

At Eötvös Loránd University pilot annotation activities were organized on the educational technology course to analyze one chosen online video annotation service and get feedback about the educational benefits. A group of 10 teacher students were provided with 9 educational videos, around three fairly different topics: (1) educational scenarios in multigrade schools, (2) the challenge of the special needs education (3) the usage of modern technology in classroom. The original videos about the classroom activities were cut, the length of each video remained between 5 and 10 minutes. The students formed their opinions both formal and informal way. They evaluated the communication and professional skills of the teacher, the used pedagogical methods, the activity and motivation of the pupils and the proper use of ICT in classroom.

The Effect of Inclusion of Blind Secondary Aged Students in Hungary and England

Erika PAP

**Heim Pál Children's Hospital Child and Adolescents Psychiatry, Budapest
pap.erika@gmail.com**

Integration in Hungary started on a research basis at the beginning of the 1980's. It has been an issue since then how we can integrate children with disabilities into local schools. I investigated ordinary secondary mainstream schools where blind students study with sighted students. There are just a few studies about the effect of integration on sighted; therefore I was interested in their point of view, opinions, feelings, knowledge about blind people and most of all whether they can take an advantage of being together with somebody who lives with a disability. I also wanted to figure out the main differences between the two countries practice. 236 children have been surveyed in Budapest and 288 in the United Kingdom, mainly in two educational setting. They were between 15 and 17. I have used a questionnaire I prepared and I also made several interviews with the blind student, with their class master, with the head of the school, and some focus group interviews with 6 students in the control group and in the integrated classes as well included the blind girls or boys. I pointed out the differences between the integrated classes and the control group regarded to their knowledge, social inclusion and their attitudes towards blind people, and found out what the main factors are to be a very effective class where everyone feels comfortable, and what could lead to an unsuccessful inclusion. I also intend to explain the reason why I recon on leading integrative drama groups with blind and sighted students together in one group, and I describe what the participants in our drama group found effective regarding to their attitudes towards a more efficient communication between blind and sighted peers.

Language Acquisition and Language Teaching for Young Learners

Susann PIHL

Széchenyi István Elementary School, Budakeszi

susannp@t-online.hu

Man's biggest achievement is language, indeed historically, language has remained as our heritage. The most important step in life is when a person can acquire speech. Without language we cannot communicate efficiently and it is through language that people have contact with each other.

Children automatically learn language and by about 5 almost all children will have mastered at least one language. Language is essential in all parts of our lives and its acquisition is important for children's physical, social, and cognitive development. Language is strongly linked to emotion, affect and identity. A child will acquire language because he/she wants to communicate. Not much thought is given to this very complex accomplishment; it is considered totally normal and expected.

Bilingualism is a complex phenomenon that is found all over the world. It has been estimated that there may be as many children growing up learning two languages as there are children learning one. However, being merely exposed to a second language is not enough, but young children will become bilingual when they find a need to communicate in two languages.

This presentation will focus on the experience gained by the speaker over the past six years as an English teacher in a bilingual environment. The children in question are predominantly Hungarian native speakers who acquire English in much the same way as they would in a family where the parents speak different languages. The children are constantly exposed to English most of their day at school/kindergarten and through their desire to communicate they acquire the language.

Development of Writing Composition Skills of 8th-grade Students with Cerebral Palsy

Henriett PINTÉR

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

pinterh@mail.datanet.hu

Acquirement of communication skills (speaking, reading and handwriting) is a very complex task for children with cerebral palsy. Acquirement of writing composition is a serious problem due to cognitive and mental disfunctionalities (*Parkers, 2008; Peaters, 2009*). The curriculum (NAT) requires that 8th-grade students should be express their thought different genres (diary, argumentation and opinion essay). The question is whether children with cerebral palsy can express themselves in writing focusing on a topic.

My goal is to present if 8th-grade children with cerebral palsy learning in Pető Institute (n=14) development level of writing composition skills.

The process of the cross-sectional study was (1) talking about specific topic, which shows if the students can express their own opinion verbally, and (2) writing in opinion essay about same topic.

The results were processed and evaluated (1) an analysis of their discussion records which focused on whether arguments and counter arguments were brought up during the discussion or not, and on use of verbal tools, and (2) an analysis of the compositions which was based on four aspects: relevance, logical characteristics, style and general impression. The quantitative analysis compares speaking and writing skills. There were significant differences between the speaking and writing skills of students with cerebral palsy: they could clearly speak about a topic verbally and bring up arguments but had difficulties when they had to write about. Relevance and logical characteristics were serious problems, when it came to writing. The sentences did not have a logical link between in many compositions and that difficult to understand. Some compositions were not finished probable because the students handwriting was very slow which hindered the flows of their thoughts. A part of the composition were very poor: they used patterns from the textbooks, and only some of them used rich and expressive sentences. We can assume that these latter children read much more and built the word-stock from their readings into their own vocabulary and they can use in their writing, too. We can assumed the that the lack of some thinking processes and operation systems, e.g. looking for coherence and forming examples is the reason for the low development level of writing composition.

The results proved that writing should be more intensely in the case of children so that they could compose their own thoughts in a clear and logical way because writing composition can help them develop clear and coherent thinking.

Opportunities of Multicultural Education in the Music School

Krisztina PUSZTAY

Járdányi Pál Music School, Budapest

pusztaykrisztina@gmail.com

Can music be defined as a world language? Is music similarly determined in every culture/civilisation? Is there a need to integrate different kinds of musical heritage, or rather, we need to preserve cultural diversity? Shall we look for common values or should we encourage coexistence of different values? Shall we incorporate music of 'the valuable' cultures as pure body of knowledge into the curriculum, or should the skill to be developed be the basis for choice of material, allowing unbiased relation to values? What is the purpose of multicultural education: conveying content or attitude? Does the Kodaly-method (with its foundations in Hungarian folk music) influence the ways we relate to other cultures? Can MUS-E – a program using the arts as tool to teach tolerance, without teaching the arts themselves – and the Kodaly-method (which focuses on cultural education) coexist? – These are the questions that I would like to deal with in my paper.

One of the aims of music education may be understanding other musical cultures – however, supplementing textbooks with materials of foreign musical origin is not sufficient, if we want to achieve active correspondence between cultures. Inevitably, our European (and Hungarian) ways of understanding will limit our appreciation of other cultures. In order to overcome these difficulties, one needs to rely on different moral categories such as openness, responsiveness and tolerance.

Pupils should be encouraged to freely relate to various values based on their empirical learning, forming their own opinion. Conveying different attitudes, reinforcing their attainment and dealing with various musical cultures will most probably require different methods, posing a challenge for our music education system with its traditional reliance on well-proven methods.

Intercultural music education is not yet a tradition – I believe, that while working out such a curriculum, the arguments presented above should be taken into account.

Gender and Target Language Related Differences in Hungarian University Students' Beliefs about Language Learning

Borbála RIEGER

Eötvös Loránd University, Budapest

boririeger@yahoo.com

This paper presents the results of a research project conducted among first-year language majors (N=109) studying at the English and German departments at a Hungarian university, concerning their beliefs about language learning. The instrument used in the study is a adapted Hungarian version of Horwitz's (1987) BALLI (Beliefs About Language Learning Inventory). Although several similar studies have been conducted since the publication of the inventory, the present study is unique as it explores not only gender effect, but also the differences in learners' beliefs based on their target language. The reason for examining differences caused by the language learnt is that in the past decades the English language has risen to the status of our global lingua franca, while German, which had until recently enjoyed a strong regional significance in Central Europe, has lost a considerable amount of importance. Thus, it has become relevant to examine whether learners' beliefs about language learning are global or rather influenced by the given target language students are studying. As a result of statistical analysis, a number of latent dimensions were defined. Among others, these dimensions deal with motivation, language aptitude and learners' attitude towards textually authentic materials. Analysis also established a number of significant differences that can be linked to the gender and target language of respondents.

Children with Cerebral Palsy Enjoy Physical Activities

Zsuzsanna SÁRINGER SZILÁRD & Zsófia NÁDASI

**International Pető András Institute of Conductive Education for the Motor Disabled
and Conductor-Teacher Training College, Budapest
saszizsu@gmail.com & zsofia.nadasi@hotmail.com**

We describe a project launched in the *International Pető András Institute of Conductive Education for the Motor Disabled and Conductor-Teacher Training College*, in the framework of which we are using a Wii-consol, which is a computer based virtual exercise console to enhance the physical activities (PA) of the children in the Conductive Education Institute. Our paper describes how we have inserted the practice-based Wii-Sport in the everyday life of children with cerebral palsy (CP), thereby providing sport and PA for them at the same time.

It is a known fact that people with CP often have weak muscle mass, are suffering from overweight or obesity, have impaired sensory organs and demonstrate low concentration skills.

The project started and ended with measurements of personal fitness (BPFT), as well as other factors, such as anthropometry, social and psychological indicators (POMS). The children also participated in cognitive tests. These measurements were done on the first and the last (30th) session. The children in the sample (24 in all) were athetotic (3) tetra- (16) and diparetic (5).

We found a general improvement in the physical condition of the children, psychological and social improvement. There was improved targeted movement among the athetotic, increased endurance among the diplegic and even the tetraparetics showed better motoric movement. We noted that the severely injured children were also capable of playing.

These children lacked skills obtained in traditional sports activities. Yet they showed perseverance, coordinated play and better concentration during their sessions. We remarked that some of them were ready and willing to try and use their injured side limbs and muscles. Playing tired them out, some of them complained of sore muscles, but would have been ready to continue with enthusiasm. The Wii Sport in our view could be a good tool in helping to develop people with disabilities, to give them an active life, to allow them to adopt healthy practices, which have sports and exercise at their centre.

Wii Sport offers tennis, bowling, golf, baseball and boxing, while another version of it, the Wii Fit is centred on balance games, aerobic exercises, muscle works and yoga. Both have proven to be excellent supplements to the on-going adapted physical education program at the *International Pető András Institute of Conductive Education for the Motor Disabled and Conductor-Teacher Training College*. Nintendo Wii gave the disabled children a chance to play sports just as their healthy peers do. It is a novel opportunity for them, especially for those with severely restricted movement.

Adolescents' Smoking Habits and Teachers' Reaction

Csilla MÁTÓ SZABÓ

Kodolányi János University College, Székesfehérvár

szabocs@uranos.kodolanyi.hu

Adolescence is a period when peer group influence gets more significant in youngsters' life. In post-modern society, the youth often rejects the way of living and the values offered by their parents; however, peer group values are getting more and more essential for them. 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.

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. 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. Although School Rules prohibit smoking both in school and in school event, such as parties and trip, and in addition, in some schools smoking students are strictly punished, most principals claimed they had no effective methods to decrease the number of smoking students.

The research was done in a middle-sized town in Hungary, the participants were secondary school students attending 9th and 12th or 13th forms. Eight schools were taken part in the research different both by their type (secondary grammar school, technical secondary school, vocational school) and by their maintainer (local governmental, foundational, ecclesiastical). The method of data collection was self-administered questionnaire. The results of the research show the difference in the number of smokers in different types of schools as well as between the two age groups. The research gives answer that, according to the students, smoking is how frequently controlled by teachers, how strictly it is punished when recognised, and even what can be the effective methods to drive it back. It is worth studying to what extent students accept or reject smoking and what they would do when one of their classmates or friends smoked. Unfortunately, social acceptance of smoking is expressed in most students' opinion.

The Role of Sonification in Development of Linear Function Concept for Blind Pupils

Szilvia SZAKÁCS NAGY

Szent István University, Békéscsaba

szilvi@zeus.tsf.hu

Making mathematics accessible to the blind is a difficult process. Braille and audio information have shown that tactile representations of visual information support the retention and cognitive processing for people with vision impairments. Thanks to cross-modal links between brain locations, when one modality is injured or lost, the other sensory modalities can offset the cognitive loss by supplying information to other brain locations.

Nowadays several accessible interfaces exist abroad that allow visually impaired users to browse graphical information using tactile and audio feedback. Unfortunately these are not yet available in the Hungarian language. We analyse the development opportunities of linear function's properties studies with the help of sonification and tactile method for early blind pupils aged 12-13 (in grade 7).

The mathematical concept of a function expresses dependence between two quantities, one of which is known and the other is produced. A function as a mathematical concept must be given by a formula, by a plot or graph or by a description of its properties. In applied disciplines, functions are frequently specified by their tables of values or by a formula.

Sonification is the rendering of typically scientific data into typically non-speech sounds designed for human auditory representation. This method of graphs analysis has been the subject of several interesting research projects over the years. For our analysis we use the MathTrax software developed by NASA in 2006. Using MathTrax sounds of graphs, blind students may study several properties of functions (increase and decrease; continuity, periodicity, limited functions etc.). Tables and graphs are printed on special thermoform paper, which is a molded plastic sheet having raised line "pictures". Usually these thermoforms have Braille labelling and dark print overprinting of the picture, diagram, or graph.

Practical Research and Development of Mathematics Education

Tibor SZALONTAI

College of Nyíregyháza, Nyíregyháza

szalonta@zeus.nyf.hu

Background. Since 1994, several research and development projects and actions have been initiated and led by the *Centre for Innovation in Mathematics Teaching (CIMT)* and personally by its director, Professor David Burghes, at the Universities of Exeter and then Plymouth.

International projects. We have undertaken the *Kassel project* (1994-97) in secondary mathematics and the *International Project on Mathematical Attainment (IPMA)* (1998-2004) in primary. Twenty-two countries (Brazil, China, Czech, England, Estonia, Finland, Germany, Greece, Hungary, Ireland, Japan, Netherlands, Norway, Poland, Russia, Scotland, Singapore, Thailand, Ukraine and Vietnam) participated in at least one of these two longitudinal studies. The *International comparative study in Mathematics teacher training* with ten countries is in process.

The Mathematics Enhancement Programme in the UK have been worked for Y0 to Y13 (age of 4-18). Burghes (2008): „We were delighted to see how well pupils in Hungary performed over their first 4 years of education, but also excited about the teaching strategies (very interactive and very mathematical) and resources used. ... we were keen to implement similar practice in the UK through the use of Hungarian based resources and this was our first contact with Műszaki Publishers.” I have recently designed sixty detailed lesson plans for reception year teachers to the English translation of Hajdu-Scherlein: *Mesélő Fejtörő*. We have designed a 6 year course, based for the first 4 years on the Műszaki's series, which includes: pupil *Practice Books*, detailed *Lesson plans*, *Copy masters* and some manipulatives. The implementation a Hungarian style course in the UK needed to fit it to the UK educational system (e.g. starting age of 5, the National Curriculum and the National tests). An interactive on-line version and the Spanish language version (from Chile) are under construction. Burghes: „...we wish to make our results freely available rather than go down a commercial route. This is attractive to some of the charities in the UK which fund much of our work...”

Other bilateral actions and projects. International Journal for Mathematics Teaching and Learning (IJMTL) was founded in 2000 by the CIMT and our department of College of Nyíregyháza.

The partnership of CIMT with Műszaki Publishers was further cemented through the printing of four monographs in 2004 (issued at ICME10) that highlighted our research and development over the previous fifteen years.

A *Collaborative Professional Development* project for in-service course of mathematics teachers and a *University Practice School* model experiment for teaching practice have been initiated and tried in UK.

Several groups of student teachers and teachers from UK have observed mathematics teaching in Hungary and some of our teachers have visited schools in England.

Reference: www.cimt.plymouth.ac.uk

The Results of a Metaphor Research
Ágota SZEKERES & Éva PÉNZES
Eötvös Loránd University, Budapest
agota.szekeres@barczi.elte.hu & eva.penzes@barczi.elte.hu

In Hungary all persons with disabilities have had the right to be educated since The Act on Public Education 1993. This law provides for two choices for children with disabilities: education in special schools or in regular schools. All parents have the right to choose a school for their child(ren).

The following national study has been written with the purpose to throw light up on the integration/inclusion and children with special educational needs related attitude of teachers and special educators, because we have few experiences about the integration/inclusion in Hungary. The authors had recourse to the method of the metaphor research's help. So we can clear up the hidden, but important emotional relations of the questioned teachers and special educators. The task was easy, because they had to finish following three sentences:

- The disabled child is like....
- The integrated institution is like...
- The integration is like....

One hundred teachers and one hundred special educators (segregated and integrated/inclusive settings) were involved to the research. We have collected and grouped the words and concepts that the experimental participants used for describing disabled children and integration/inclusion. After the grouping we tried to reveal the real attitude of the participants as we supposed that this attitude can affect the success of the education. The study's lesson is that the teachers entertain doubts to the success and workability of the integration/inclusion, because the teacher training doesn't include enough information about it and they haven't got appropriate personal, financial and objective conditions. The accomplishment of this challenging situation lies in the professional skills and the positive attitude.

What Factors may Explain a Student's Failure in Learning a Foreign Language?

Ildikó SZENDRŐI

Budapest Business School, Budapest

ildiko@hu.inter.net

A student's unsuccessfulness and underachievement in learning a foreign language can be traced back to several causes. Throughout the past decades extensive research has been done on revealing to what extent language aptitude, motivation, age or personality traits can affect a learner's foreign language acquisition. Linguists have devoted close attention to investigating such issues as differences in learning styles, language learning strategies and language anxiety. Apart from these factors, the foreign language acquisition process may be hindered or assisted by the established beliefs of the language learning individual who – drawing on personal experience – may consider certain methods to be effective, or on the contrary, an insufficient way of acquiring a foreign language.

The research I would like to present explores the case of a 35-year-old female business student studying business English at the Budapest Business School. With the help of an in-depth analysis of the student's learning environment, English language learning history and learning strategies, the author endeavoured to find an answer to the problems underlying the student's alleged underachievement.

Through the analysis of data obtained from the participant's English language tests and homework assignments, her language learning history composition, some pages of her language learning diary and a semi-structured in-depth interview, the author attempted to shed light on why this particular student was perceived to be a 'difficult student'.

The present research has proved that the student, who prior to the in-depth analysis was labelled as unsuccessful, is more likely to correspond to the description of the 'good language learner' defined by Ellis (1994). The present case well justifies the belief that paying marked attention as well as giving extra assistance and support to individual students are an essential part of the teaching profession.

The Role of the Tools and Methods of Implementation in Information System Efficiency

Péter SZIKORA

Budapest Tech, Budapest

szikora.peter@kgk.bmf.hu

As a result of a student questionnaire made by my colleagues about the scholar information systems (SIS) of our institution, the most frequently mentioned problems were aborting connections, short timeout and slowness.

I think these problems are because of the quality of conceptual level data model, and the tools used for application development. Most SISs are written in programming languages and operate in a software environment consists of also commercial elements, and need a lot of resources.

I would like to prove, that I can develop a better data model, better application so I can make a faster system, than general SIS. I chose Linux Operating system, because it is free and responsible. Apache is used in most cases in all over the world so it can be considered the most accurately tested http server. The MySQL database and PHP have the best documentations, and it is free too, and very easy to use.

The test environment consists of PC computers and free softwares. The database server has an Intel processor of four cores and 8 GB RAM. It runs Linux, Apache with PHP and MySQL as an RDBMS.

My colleague developed a little, clear but consistent data model for testing a SIS module. This data model is very minimal. This is a very important issue, redundant database need much more storage capacity. The test database contains 8192 students, 4 examinations for each of them and the appropriate number of dates for them. The registration's method is we called a php script via in an offline browser.

We need to make parallel connections to web and database server. We chose offline browser wget to call PHP script with get method, because when we using the GET variable all variable names and values are displayed in the URL. If we didn't use an offline browser we ought to more than 8000 "test people" to click in the same minute – which would need the same number of computers.

The PHP script needs to be integrated in short blocks, because of the developing, and manageability.

We started it from a shell script with the student ID as a parameter. The PHP script chose one exam, and if there is enough space there, applies the student for that exam. Time at the beginning of the connection and when the response was saved to a local file by the browser was logged.

The settings of the offline browser wget were: max 4 retries, 30 seconds timeout, 10 to 30 seconds between to retries.

The results were better than I had expected before. All the registrations of all the pupils were successful. The total time needed for the 32.768 registrations of the 8.192 students was 3 minutes and 7 seconds, so the average time needed for a test student 0.023 second.

Summarizing the above I can state that (much) better results can be achieved even in proper hardware environment if we choose the appropriate software tools not really for developing but for the operating environment as well.

Motion Coordination Analysis of Children with Minor Eye Diseases

Margit SZIRÁNYI

University of Kaposvár, Kaposvár

sziranyim@freemail.hu

In my work I studied children with defects of eyesight and how the status of such disability affects the development of motion, psychic function and advance personality. My survey involved 633 children aged between 6 -10.

The survey programme comprised a motion coordination test, an anxiety test and a visual perception test, completed with a questionnaire for the precise recording of the circumstances. The motion coordination tasks, realised in an obstacle course, were set up based on Mariann Reigl's method (Reigl, M. 2001). The anxiety questionnaire was Taylor's 42-question version from his "Children's Form of Manifest Anxiety Scale" (Klein, S. 1968), whereas for testing visual perception, the Frostig-test was used. The questions of the questionnaire inquired about children's ocular diseases, the circumstances of wearing glasses and their living conditions.

Evaluating the results, we can establish that there appears a difference in the motion coordination level of children with eyesight problems as compared to the healthy peer control group. The difference shows better motion coordination skills in the control group. The difference is most obvious in speed coordination level and stereoscopic sense of direction. To test speed coordination we measured the time of completing the obstacle course, with an average of 57.345 sec (SD: 40.168). The weakest performance was put up by the group aged 6, wearing glasses. It is interesting to observe that the difference between test and control groups in the 4th class is far more significant than in the first class. This means for us that a pupil with limited eyesight develops awkwardness as compared to a healthy peer, because they avoid regular physical exercise, feeling unsafe doing sports. We also checked if there is any difference between children's performance in different ability categories, with the point results referring to the tasks in the obstacle course. Testing stereoscopic sense of direction, dynamic sense of balance and motion perception, we found that while there was small or no difference between test group (glasses) and control group (healthy) in first class for the latter, in the fourth class those wearing glasses proved significantly worse in tests than their control peers. Target practice requiring sharp eyesight and good stereoscopic sight saw the six-year-old children with ocular problems the weakest. It is interesting to observe that cross-eyed children with defective stereoscopic sight did poorly in all three tasks requiring stereoscopic sense of direction, especially in motions including a turn. In tasks requiring ball control and combined hands-feet coordination, those wearing glasses proved only slightly worse with bespectacled four-graders doing the weakest. The same was observed in skipping ahead while propelling the ball.

The Frostig test evaluates three measured data with which to map and find children who lag behind in their compliance with school. According to the visual perception test, abilities of pupils with impaired eyesight or spectacles are not weaker than those of their healthy peers.

On evaluation of the anxiety test of the 10-year-old group it gained evidence that bespectacled pupils' tendency to develop anxiety is stronger than that of those not wearing glasses, since the average number of "yes"-s in both groups significantly differs.. 8.2% of the tested persons fall in the group of strong anxiety as compared to a 6.2% of the control group.

Learner Autonomy and Foreign Languages

Erika SZIRMAI

Kölcsey Ferenc Reformed Teacher Training College, Debrecen

szirmai@kfrtkf.hu

Learner autonomy in foreign language learning has long been an area of interest and of both theoretical and empirical research. The present paper outlines some of the issues raised and the conclusions the most influential theoreticians came to. With reference to approaches that led to the changing role of the learner and that of the language learner it is shown what directions the different ideas took. Also, since all theories are measured against the practices they lead to, important empirical research and experiments are introduced. As a pioneer of this area, Leni Dam was the first one to really try how to make students more involved into the learning process and how it is possible to shift the responsibility of learning to them so that they take an active part in structuring and organizing their learning as much as it is beneficial for them. Reports show that learners who engage in this process gain far more than just learning the material. Although the learning content is important, it is far more important that these learners become more efficient learners, their motivation improves, and their whole attitude towards learning and towards themselves takes a positive turn. The paper also makes reference to the changed roles of teachers in this process, with ideas discussed in David Little's publications. Also it shows what changes in a different Europe resulted in, namely the portfolio aspect in language learner autonomy, the beginning and the applications of the European Language Portfolio of the Council of Europe.

Minority Health Coordinator Education

Klára TARKÓ

University of Szeged, Szeged

tarko@jgypk.u-szeged.hu

Cultural diversity is a social value. The mutual recognition and respect of one another's cultures is of key importance. There are however obstacles to inclusion, like attitudes and practices that exclude various groups of people from a full share of the benefits of society, or deny them 'equality of opportunity'. Such group in Hungary is the ethnographically and sociologically distinct Romany who form 6-7% of the Hungarian society. Socio-economic inequalities are manifested in education, labour market chances, mobility opportunities and in their health status. To answer the above real, social need and prepare professionals for the more effective development and social integration of all minority members of the society (national minorities, the disabled, women, religious minorities and homosexuals as well), the Institute of Applied Health Sciences and Health Promotion at the University of Szeged has worked out the Minority Health Coordinator specialised domain within the Recreation organiser and health promoter Bachelor education. The education programme is based on the regional empirical analysis of the state and needs of the addressed minority group (focus-group method) and on foreign study-trips. Through his/her knowledge of sociology, psychology, medicine, educational methods, legal regulations and social policy, the Minority Health Coordinator will be capable of the management of conflicts surrounding the social integration of disadvantaged individuals and groups, and will be able to develop the conditions of health promotion, recreation- and mental health promotion culture in the health care, social and educational institutes, and civil organisations.

The core material of the programme is based mainly on the multidisciplinary nature of minority studies, like the historic and cultural information concerning Hungarian minorities and also the relevant results of sociology, psychology, psychiatry, mental health promotion, public health, education and special education. Theoretical education is completed by various practices where students participate in a conflict management and in a communication skills development training. The practices that are built on group work are completed by a field practice, where apart from visiting certain institutes - like minority local governments, institutes meeting Romany clients, etc. - students will have the possibility to prepare and fulfil minority projects.

Teaching and Learning the Concepts and Practices of Gender Equity in Initial and In-Service Teacher Education

Éva THUN

University of Pannonia Institute for Educational Research, Pápa

thun@almos.uni-pannon.hu

The recognition that in a fair and egalitarian society in which all people are considered to have equal worth and equal rights, a commitment to principles of educational equity is essential. Educational policies cannot avoid expounding a set of values, a philosophy and ideology which construct the social world of students. Provisions for equity should not be considered as forms of welfare provision. Principles of equity should permeate all mainstream policies and practices, and not be considered only as additions to educational planning.

Public education should respond to a diversity of needs and experiences, respect distinctive cultural and racial identities and value contributions of all ability groups. Understandings of gender construction should include knowledge about the relationship of gender to other factors, including socio-economic status, cultural background, rural/urban location, disability and sexual orientation.

Teacher's and tutor's control of classroom pedagogy may be understood as facilitating the cultural production of classroom practice and must be understood as the active collective use of cultural resources to respond to "inherited" structural and material conditions. Thus the participants (both teachers and students) themselves can be considered as agents in the on-going production of knowledge on gender issues. This local production of knowledge therefore contains the possibility for developing a process of social transformation. Theories on education, educational policies and the teacher training curricula should embrace this transformative positionality.

The discussion of women teachers' agency and consequent ability to develop gender sensitive pedagogical tools is not – yet – recognised as valid grounding for the development of professional knowledge and competencies as set against the patriarchal traditions in educational theory.

In this paper I intend to provide the analysis of the situation how gender is undertheorised in education and how the practices of feminist/gender pedagogy have not resonated well in the Hungarian educational scene. I propose to highlight the fact that without integrating a variety of concepts and approaches from the margins educational theory and educational practices cannot fulfil their altered systemic role in society.

Chances of Complex Rehabilitation of Children with Perinatal Damages

Erzsébet TUNYOGI & Annamária KOFRÁN RÉMI & Tímea MARX TÓTH

Tunyogi Centre for Early Development, Budapest

tunyogi@invitel.hu & annamari@tunyogi.hu & ti.mi@freemail.hu

The Tunyogi House of Healing Games Foundation for Children with Multiple Disabilities was established in 1992.

The therapy provides an efficient method for curing infants and children who suffered central nervous system damage and/or genetic disorder.

The efficiency of the method is provided by game situations matching specifically to the given injury and performed in a dramatic playing environment and built from algorithmically interdependent elements.

The therapy comprises the following elements:

1/ *The framework of the sensomotor programs* is an imaginary tale. Within this framework we perform those bodily motions, position and posture changing movements that are capable of decreasing or eliminating the neurological symptoms and –in the case of physically handicapped children- preventing deformations.

2/ *Improving learning skills*: we perform differentiated sensory therapy within the framework of an imaginary tale. First the story is presented in a visual form as light therapy (film, colourful lamps, light emitting objects etc.), at the same time the story is represented in auditory therapy (music, instrumental games, mimicking sounds, noises, speech etc.). As a following step, the story is adapted with the use of tactile stimuli and manipulation (painting, playing with moulding clay, making montage etc.). In connection with the story they also expand the scope of fundamentals and learn rule games.

3/ *Family therapy, family care*:

It is crucial to create a warm supportive atmosphere for the parents. Our aim is to teach them how to become their children's therapists themselves by not only getting them to repeat the healing game exercises at home, but also to acquire the right attitude.

We also provide the families with necessary information about their rights, social welfare and medical treatment opportunities.

4/ *Leisure time activities, programmes for the children and their family*:

We have attended cultural events together with the children and their parents and held garden parties. There are recurrent festivals that we celebrate together and once a year there is also a celebration dinner for parents only.

We would like to highlight two achievements in the presented video materials:

1/ F. Bence and G. Dani participated in complex game therapy starting from early infancy (at the age of 4 months). Both children got into our institution after shunt operation and were born prematurely with severe cerebral hemorrhage. Now both of them have adequate, unaided movement abilities (currently they have minimal damage) and their learning skills are equal their peer group average.

2/ B. Bence and M. Bianka got into our institution at the age of 18-22 months having damages similar to F. Bence and G. Dani with neurological symptoms already manifested.

Conclusion: Even in the case of severe damages, an efficient complex therapy (improving sensomotor and learning skills) started in early infancy can achieve better results than the one started in later infancy. These children were able to adapt to their peer's community and they can live a whole life later on.

At the same time we continue to improve B. Bence's and M. Bianka's skills with complex developmental therapy, and their learning skills and movement abilities are improving measurably on a continuous basis.

Our mission statement: Don't give up! Life-long learning!

Improving Intercultural Skills in Business Language Education

Cecília TUSA

Pannon University, Veszprém

tusacecilia@gmail.com

Foreign trade relations of Hungary demands evermore sophisticated business language skills of experts in the fields of economics, finances and tourism.

While earlier business communication occurred with cost demanding translators, interpreters or with help of paper-based language knowledge, that was acquired with more or less success in the school, at the beginning of the 21th century – thanks to the increasing possibilities and effective methods for language learning – business sphere rightly expects from their agents to be able to communicate fluently in foreign language(s) with their business partners without any help of a third mediator person.

Beside language-understanding the culture-understanding become more and more important, and cultural appreciation will assist the business language teaching.

As the European Union prescribed, the European Higher Education Community should be achieved till 2010. This requests not only converge the higher education systems inside the border of the EU but also sets the requirements of the university / college graduates to own proof, in the business life useable communication skills, cultural knowledge and preferably work experiences from abroad at the moment of receiving their diploma.

These requirements are all well-known and fulfilled in a lot of European or Asian countries like Germany, France, England, Switzerland or China and Japan, for young people of these countries became trendy to spend a semester at a foreign university or achieve their internship at a company abroad. Unfortunately, this tendency is only a dream in Hungary.

The labour market would expect from graduates – especially when they want to do a competent job at an international company – to have useable communication skills and national and international experiences. This demand does not always appear at higher education let alone provide the students with fluent language skills.

As several innovative institutes, the Faculty of Economics at the University of Pannonia recognized this tendency and its importance, and initiated between September 2006 and June 2008 a new model for Business English and Business German education.

The aim of the model is to prepare students for successful business communication by teachers, who are qualified both as language teachers and economists. These teachers held communication-oriented and culture-conveyed seminars in little groups thanks to their staying couple of years in mother tongue countries and their appropriate overview about the economic life.

The presentation wants to show the model concentrating on the intercultural aspect and the practical tasks and works students achieved during four semesters. The presentation has the aim to call attention for the sophisticated and practically relevant business language teaching.

Abstrakts

Wellnessbildung in Ungarn
Zoltán ÁRPÁSI
Szent István Universität, Békéscsaba
arpasiz@zeus.tsf.hu

Ungarn verfügt über einen auch im internationalen Vergleich bedeutenden Thermalwasserschatz und sehr günstige geothermische Gegebenheiten. Die bedeutenden Thermalquellen können für die Behandlung für diverse Krankheiten genutzt werden. In den verschiedenen Spa-Einrichtungen verwenden gut ausgebildete Ärzte, Assistenten und Therapeuten die verschiedenen Kombinationen der Gesundheits-, Wellness- und Schönheitsbehandlungen, und bereiten den Patienten bzw. Touristen auf eine gesunde Lebensführung vor.

Unter den Dienstleistungen der Wellness- und Heilhotels verbreitet sich die Naturheilkunde immer mehr. Die Gäste können mittlerweile aus einer Großzahl von Therapien wählen. Es gibt Behandlungen, die man mit Arztdiplom und einer weiteren Prüfung ausüben kann. Diese sind zum Beispiel Ajurveda-Behandlungen, Blutoxygenisierung, Manulotherapie oder Bioresonanzuntersuchung und –behandlung. Es gibt aber auch zahlreiche Therapien, die man auch ohne Arztdiplom ausüben kann, zum Beispiel Akupressur, Kinesiologie oder Lebensführungsberatung.

Wie auch in anderen Europäischen Ländern gibt es immer mehr Bedarf an so genannten Wellness-Trainern, Wellness-Beratern, Wellness-Managern und Wellness-Planern. In Deutschland zeichnen sich diese oben genannten neuen „Wellness-Berufe“ klar ab, welche auf ein gemeinsames Grundstudium basieren und wo im Hauptstudium dann die jeweiligen Schwerpunkte gelernt werden.

In Ungarn gibt es außerhalb der Akademischen Bildung noch die so genannten „OKJ Kurse“, welche – vom Thema abhängig – kurze (einige Monate) oder längere (ein-zwei Jahre) dauernde, staatlich anerkannte Kurse sind. Im Bereich Wellness gibt es zum Beispiel die Möglichkeit zur Ausbildung als „Fitness- und Wellness-Assistent“ oder „Wellness- und Spa-Manager“. Auch im Rahmen der Akademischen Ausbildung wird es in der Zukunft diverse neue Studiengänge in Ungarn geben. Der Nachfrage an neuen Wellness-bezogenen Studiengängen ist sehr hoch.

Leistungsmessung und Bewertung der Lerner im frühen Deutschunterricht

Vesna BAGARIĆ & Melita ALEKSA

Josip-Juraj-Strossmayer-Universität, Osijek, Kroatien

vbagaric@ffos.hr

Im Beitrag werden die Ergebnisse der in Kroatien mit Deutschlehrern durchgeführten Untersuchung zur Leistungsmessung und Bewertung der Lerner im frühen Deutschunterricht dargestellt. Das Ziel dieser Untersuchung war festzustellen, wie die Lehrer die Leistungsmessung und Bewertung ihrer Schüler durchführen und welche Einstellung sie demgegenüber haben. Die Ergebnisse weisen darauf hin, dass die Deutschlehrer in Kroatien relativ gute Kenntnisse über die Ziele, Methoden und Verfahren bei der Leistungsmessung und Bewertung der Lerner im frühen Fremdsprachennunterricht besitzen. In der Schlussfolgerung wird über die relevanten theoretischen und praktischen Fragen, die aus der Untersuchung hervorgegangen sind, diskutiert und es werden Vorschläge für die anschließenden Untersuchungen gegeben.

Deutsche reformpädagogische Konzepte: Jena Plan und Waldorf

Gabriella BIKICS

Universität Miskolc, Miskolc

bikicsg@freemail.hu

Von den wichtigsten reformpädagogischen Konzepten des 20. Jahrhunderts (z.B. Montessori Pädagogik, Summerhill, Dalton-Plan, Freinet Pädagogik usw.) sind einige bis heute bedeutend geblieben und in den verschiedenen europäischen Ländern unterschiedlich vertreten. Viele pädagogische Einrichtungen haben diese Konzepte ganz (Kindergarten, Schulen) oder wenigstens zum Teil (Kindergartengruppen, Schulklassen) übernommen. Außerdem haben sie mit vielen innovativen Ideen die herkömmliche Pädagogik befruchtet (z.B.: Projektdenken, Waldschulen, neue Raumgestaltung, verändertes Lehrer-Schüler Verhältnis usw).

Zwei von den reformpädagogischen Konzepten (der Jena Plan und die Waldorf Pädagogik) haben deutsche Wurzeln. In meinem Beitrag fasse ich die wesentlichen Merkmale dieser zwei vom deutschen Boden ausgehenden Reformkonzepte zusammen. Ich untersuche, welche Aktualität sie heute haben und wie weit sie in den deutschsprachigen Ländern verbreitet sind. Ich suche Antwort auf die Frage, ob und welche Wirkung sie auf das ungarische Schulwesen ausgeübt haben, wo und in welcher Form sie heute in Ungarn vertreten sind.

Ich illustriere meinen Beitrag mit Fotos, die Studenten meines pädagogischen Seminars „Alternative Pädagogik“ als Teil ihres Forschungsprojekts in der Miskolcer Waldorf-Schule gemacht haben.

Dyskalkulie aus dem Aspekt der Heilpädagogik und Grenzwissenschaften

Rita FARKAS GÖNCZI

Eötvös Loránd Universität, Budapest

f.gonczi.rita@gmail.com

Die Dyskalkulie oder Rechenschwäche ist eine Lernstörung im Bereich der Mathematik. Betroffen sind bis zu 3-6% Prozent aller Kinder. Die Gründe für eine Rechenschwäche können vielseitig sein.

Das heißt, daß Dyskalkulie eine komplexe Erscheinung ist, und aus dem Aspekt der Neurologie, der Psychologie und Pädagogik untersucht werden kann. Die pädagogischen Kenntnisse von der Dyskalkulie sind einerseits nicht ausreichend für die Pädagogen, andererseits haben sie selber nicht genügende Kenntnisse. Sie sollen aber über komplexe Kenntnisse verfügen, um die Fähigkeiten des Kindes entwickeln zu können.

In meinem Vortrag handelt es sich um die Veränderung und Modifizierung des Begriffs Dyskalkulie aus dem Aspekt der Neurologie, der Psychologie und der Pädagogik. Es wird versucht, einen Zusammenhang im Begriff herzustellen, Diagnostik und Prozess der Erscheinung darzustellen. Ein Teil meines Vortrags handelt von dem psychischen Sekundärstörungen bei Dyskalkulie, und von dem Teufelskreis der Betroffenen.

Die theoretischen Kenntnisse helfen bei der Praxis auf einer natürlichen Weise. Es gibt schon mehrere diagnostische Materialien im Ausland, dagegen nur eins ist in Ungarn verfügbar. Zurzeit gibt es Forschungen über NFSZT an der Universität Szeged. Hier ist derzeit über mehrere diagnostische Materialien (z.B. Dékány, NFSZT, Dyscalculia screener) zu sprechen.

Was kann die Sonderpädagogik und die Pädagogik von den neusten Forschungen gewinnen? Wie wirken sie auf die Therapie und das Lernen? Mein Beitrag sucht auf diese Fragen die Antworten.

Frauenerziehung in der Moldau

Ilona FEHÉR

Eötvös Loránd Universität, Budapest

feherili@t-online.hu

In der Moldau, in Rumänien habe ich mehrere ungarische Tschango-Dörfer (eine ungarische ethnische Gruppe in Rumänien, ung. csángó) aufgesucht, wo diese in ihrer relativ geschlossenen geografischen Sphäre ihre archaische Lebensart bewahrten. Dort habe ich die 12-14-jährigen Tschango-Kinder, ihre Mütter und in den ungarischen Schulen ihre Lehrer interviewt. Durch das Ergebnis der Erforschung konnte ich eine widersprüchlich schöne, aber zugleich schwierige Welt entdecken: Die älteren Frauen sprechen zum Beispiel nur Ungarisch, leben in Familien mit 10-14 Kindern in einem geschlossenen Dorfleben, machen nur beim Heusammeln Bekanntschaften, haben eine ganz andere Auffassung über die Eheschließung und ihr Ziel ist das Bestreben nach Seelenheil. Die Frauen mittleren Alters haben 2-4 Kinder, sind streng religiös und sie beschäftigen sich mit selbstständiger Feldarbeit, der Tierpflege, dem Nahrungsmittelbedarf der Familie und der Haushaltsführung. Die jungen Mädchen manchmal schon mit 10-12 Jahren und die jungen Frauen sind auf verantwortungsvolle Kindererziehung, Haushaltsführung und Tierpflege angewiesen. Sie versuchen irgendwie auszubrechen und träumen oft von der Stadt, trotzdem kommen sie immer zum Entschluss, in ihrer Heimat zu bleiben.

Als Schlussfolgerung kann man sagen, ich habe eine aufrechte menschliche Haltung kennen gelernt und ich konnte beobachten, dass eine Schicht der Intellektuellen der Tschango-Ungarn zu entstehen beginnt. Der Verein der Tschango-Ungarn in der Moldau unterstützt nämlich seit mehreren Jahren den Ungarischunterricht und die Talentförderung. Aus meiner Beobachtung ging hervor, dass sich die Übergabe der Frauenwerte auf einer breiten Skala bewegt, weil die mittelalterliche Abhängigkeit (Brautkauf, Prügel und Fluchtversuch bei jungen Frauen) zusammen mit dem Frauenideal des dritten Jahrtausends erscheint.

Ich höre, ich sage, ich mache

Zsuzsa GYURKÓ MOHAI

Széchenyi István Grundschule, Budakeszi

gy.mohai@t-online.hu

Seitdem ich vor fünfundzwanzig Jahren die Philologische Fakultät der ELTE absolviert habe, habe ich von Mittelschulen an über Sprachschulen bis zur Universität in den verschiedensten Schultypen Deutsch unterrichtet. Als ich aber vor zwei Jahren in die Széchenyi István Grundschule in Budakeszi kam, stand ich vor einer, für mich ganz neuen Aufgabe.

Ich sollte nämlich Deutsch in der ersten Klasse unterrichten, wo die Kinder weder schreiben, noch lesen lernen. Das bedeutet also, dass obwohl die Kinder in einer hohen wöchentlichen Stundenzahl Deutsch lernen, (4,5 Stunden pro Woche), verläuft der Unterricht nur mündlich.

Die, in der Schule bisher verwendete Methode habe ich so zu sagen fertig bekommen. Der Lehrer hatte Karten mit Bildern, die er den Kindern vorzeigte und die Wörter aussprach. Die Kinder haben das wiederholt und die Bilder dann in ihre Hefte gezeichnet. So lernten sie in der ersten Klasse etwa hundertfünfzig deutsche Wörter.

Die Bildkarten konnte man wirklich gut verwenden, mit den Zeichnungen im Heft war ich aber nicht zufrieden. Da die Kinder in diesem Alter sehr unterschiedlich zeichnen können, konnten wir mit diesen selbst gemalten Bildern später nichts mehr anfangen. In einigen Heften waren die Bilder wirklich schön und anspruchsvoll, in anderen waren sie aber kaum oder gar nicht erkennbar. Die Eltern konnten zu Hause auch nicht folgen, welche Wörter die Kinder schon gelernt haben, obwohl das offensichtlich ihr Wunsch war.

Deswegen kam ich auf die Idee, dass man den Kindern einen Lehrstoff in die Hand geben sollte, mit dem das Erlernen der Wörter effektiver sein könnte.

Ich habe zweiundzwanzig Blätter gezeichnet, die eigentlich Malvorlagen sind. Auf jedem Blatt befinden sich zwölf Bilder zu einem Thema. Die Kinder malen das Bild des gelernten Wortes aus und sammeln die Blätter in einer Mappe. Jeweils in zwei Wochen lernen wir die zwölf Wörter von einem Blatt. Auf der Rückseite stehen für die Eltern die Wörter und die gelernten Satzmodelle auf Deutsch. So hat jedes Kind ein Heft mit denselben Bildern, die im Unterricht immer wieder vielseitig verwendet werden können.

Wie man diese Mappe benutzen kann, wie man mit Hilfe dieser Bilder spielerisch unterrichten kann und wie die Kinder mit dieser Methode im ersten Schuljahr dreihundert Wörter beim Spielen erlernen können, möchte ich in meinem Vortrag präsentieren.

Logische Fähigkeitsentwicklung für jedermann

Péter HARDICSAY

Szent István Universität, Gödöllő

hardicsay.peter@chello.hu

Das 21-ste Jahrhundert ist charakterisiert von Globalisierung, Mobilität, virtueller Personalität und Entität, sowie Individualisierung. In unserer Zeitperiode (vom Sommer des Jahres 2008 bis heute), d.h. seit der Periode der Krise existieren neue Prioritäten. Die Herausforderungen unserer Zeit brauchen ganz neue individuelle Anpassungsstrategien. Die Ausführung dieser Strategien bedingt konzentrierter und komplexer Fähigkeiten. Welche *Fähigkeiten* kann man durch Schachwissen erlernen und üben?

1. Wille
2. Gebremste Aggressivität
3. Ständige und fokussierte Aufmerksamkeit
4. Entwicklung des Gedächtnisses
5. Denken und am schnellsten die optimale Lösung zu finden
6. Kreativität, reproduktive und produktive kreative Phantasie
7. Die Rückkopplungsanalyse
8. Überlegung der Analyseposition
9. Problemlösung
10. Transfer
11. Analogien für anderen Professionen verwenden
12. Systematisches Denken
13. Auswertung der Situation
14. Fühlung das Moments, wenn eine Schlüsselsituation entsteht
15. Schnelle Wahl zwischen statischem und dynamischem Aspekt
16. Lange, intuitive Kombinationen
17. Die redundanten Informationen automatisch außer Sicht lassen
18. Den emotionellen Einfluss auf die Entscheidung eliminieren
19. Die individuelle Stellungsbeurteilung entwickelt sich lebenslang

Belastungsbewältigung. In dem Forschungsgebiet der Psychoneuroimmunologie wurde in den letzten 20 Jahren eine Vielzahl der Forschungsbefunde präsentiert, die eindrucksvoll belegen, dass das Gehirn – unser Stress wahrnehmendes Organ – das Hormonsystem und das Immunsystem sich in ständiger wechselseitiger Kommunikation befinden. Unser körpereigenes Abwehrsystem, das uns vor allen Krankheitserregern schützt, arbeitet nicht nur autonom arbeitet, sondern steht auch in engem Informationsabtausch mit dem Nerven- und Hormonsystem. Die effektivsten Trainingsprogramme zur Stressbewältigung basieren auf Techniken und Methoden der kognitiven Verhaltenstherapie. Der richtige Umgang mit Stress lässt sich trainieren.

Warum verwenden wir dafür die Logische Fähigkeitsentwicklung? - Nach meinen stochastischen Maßen wurde klar, dass Schachlernen in der Familie mit 4 Jahren beginnen kann. Diese jungen Leute erreichen dadurch im Vergleich mit anderen Schülern wesentliche Vorteile in den Lehrfähigkeiten. Dieser Vorteil bringt ihnen die Möglichkeit des Vorsprunges. Die anderen Schüler bleiben mindestens 5 Jahre im Nachteil. Diesen Vorteil verwenden sie sofort bei Klassenarbeiten und die Lehrer/innen profitieren davon auch, weil die Disziplin zu behalten, ist für sie keine Frage mehr.

Die Stellungsbeurteilung, wird demonstriert durch das individuelle und leistungsfähige Wissen im Schach, und entwickelt sich ein Leben lang. So kann man diese Logische Fähigkeitsmethode auch in Altersheimen erfolgreich verwenden.

Gender im Unterricht. Pro und contra im Spiegel von Unterrichtsleitfäden und Lehrmaterialien

Erika KEGYES

Universität Miskolc, Miskolc

kegyera@gmail.com

In meinem Beitrag wird der Begriffskomplex Gender und Unterricht an konkreten Beispielen aus der Praxis der deutschsprachigen Länder exemplifiziert. Den Ausgangspunkt der Analyse bilden die Ideen aus dem Handbuch *Gender im Unterricht*. Die Leitfragen der Untersuchung: Was bedeuten die Genderaspekte im Unterricht? Was empfehlen LehrerInnen selbst und was wird ihnen in Lehrplänen empfohlen? Diese Fragen sind nicht leicht zu beantworten. Es kann aber festgestellt werden: „Jungen lernen anders, Mädchen auch. Bei der Frage nach dem Warum bringt uns das biologische Unterscheiden allein nicht weiter. Die Antwort rührt vielmehr an den Geschlechterrollen in unserer Gesellschaft, an geschlechtsspezifischen Erwartungen, den Rollenbildern in den Köpfen und dem Alltag in der Schule. Genderaspekte beeinflussen den Schulalltag auf vielfältige Art und Weise“ (www.lehrer-online.de/gender.php).

Wie konstruieren sich aber die Genderrollen im Unterricht? Sie werden zum Beispiel in den Lehrbüchern repräsentiert. Sind die Unterrichtsstile und Erziehungsmethoden von Lehrern und Lehrerinnen wirklich so verschieden? Lehrer und Lehrerinnen verhalten sich nach ihren Geschlechtern anders, sie kommunizieren mit Mädchen und Jungen anders, wird auch in der Fachliteratur der Genderpädagogik behauptet. Wenn wir diese Fragenstellungen tatsächlich für wichtig halten, und uns auf dem Laufenden halten wollen, sind die Internetquellen zu studieren, in denen auch das Thema Gender im Unterricht aufgegriffen wird. Hier bekommen Lehrer und Lehrerinnen Unterrichtsvorschläge, Tips und Ratschläge, wie die Genderfragen in Unterrichtssituationen zu behandeln sind und mit welchen didaktischen Schritten Stereotype abzubauen sind. Auch unterrichts- bzw. fächerspezifische Materialiensammlungen werden hier zu Verfügung gestellt. Meiner Meinung nach sind die folgenden praxisorientierten Unterrichtsportale besonders hilfreich: www.lehrer-online.de, www.genderundschule.de.

In meinem Beitrag werden die oben gestellten Fragen anhand von Unterrichtsbeispielen beantwortet, die Konzepte für Materialiengestaltung für die Fächer *Deutsch als Muttersprache*, *Deutsch als Fremdsprache* und *Geschichte* anbieten.

Die Fallanalysen liefern vor allem Beispiele aus den deutschsprachigen Ländern, aber Norwegen und Schweden werden auch als motivierende Beispiele erwähnt. Die Ergebnisse der praktischen Materialienanalyse werden mit den Empfehlungen der Europäischen Union verglichen. Die Empfehlungen der EU werden am Beispiel von Leitfäden dargestellt, die in den deutschsprachigen Ländern schon Anerkennung fanden. Im Ausblick wird darauf ein Blick geworfen, wie die genderpädagogische Situation in Ungarn aussieht. Hier werden Projekte und Lehrmaterialien vorgestellt, die mit Unterstützung des Bildungsministeriums zu Stande gekommen sind und dem Abbau der Stereotype beitragen können.

Regelmäßiger Einsatz von IKT-Mitteln in kollaborativem Sprachlernumfeld

András KÉTYI

Budapester Wirtschaftshochschule, Budapest

ketyi.andras@kkfk.bgf.hu

Unsere Forschung läuft seit September 2008 und endet im Juni 2009. Im ersten Teil nahmen vier Gruppen an der Forschung teil (n=63), aber im zweiten Teil sind alle sechs Gruppen des ersten Jahrgangs, die Wirtschaftsdeutsch lernen, Teilnehmer geworden (n=96). Neben diesen Gruppen begannen dieses Jahr neuere Gruppen Wirtschaftsdeutsch zu lernen, von denen wir zwei (n=30) in unsere Forschung miteinbezogen haben. Mit der Forschung suchen wir Antwort auf die Frage, wie die Möglichkeiten gewährleistet durch neue Technologien am effektivsten im Bereich Fremdsprachlernen ausgenutzt werden können. Die Messmittel in der Forschung sind zwei verschiedene virtuelle Lernumfelder (VLE), Moodle und Coospace, interaktive Tafel und Abstimmungsgerät. Das Lernmaterial wurde digitalisiert und für diese Mittel optimiert, die Forschungsgruppen benutzen ausschließlich diese digitalisierten Materialien. Den theoretischen Hintergrund der Forschung sichern computergestütztes Sprachlernen (CALL), computerunterstütztes kooperatives Lernen (CSCL) und dialogisches Lernen. Während der Forschung werden sowohl qualitative als auch quantitative Mittel benutzt. Die Leistungen der Studenten werden mit Tests gemessen und zur Bewertung wird Portfolioauswertung benutzt.

Blended Learning in der Hochschulpraxis. Ein Pilotprojekt aus der Sicht der Studierenden

Ferenc KÓSIK

Budapester Wirtschaftshochschule, Budapest

kosik.ferenc@kkfk.bgf.hu

Obwohl multimediales Lernen bereits vor längerer Zeit Einzug in den Fremdsprachenunterricht gehalten hat, werden heimische Hochschulen durch den Bologna-Prozess und steigenden Effizienzdruck erneut zum verstärkten Einsatz innovativer Lernformen bewegt. Blended Learning wird heutzutage immer öfter als zeitgemäßes Bildungskonzept bewertet, das eine sinnvolle Mischung unterschiedlicher Unterrichtsformen und Medien ermöglicht. Dadurch können viele Vorteile des Präsenzunterrichts, des Fernunterrichts, des computergestützten Lernens (CBT) sowie des internetgestützten Lernens (WBT) miteinander kombiniert werden.

Im Mittelpunkt des Vortrages steht ein aktuelles Pilotprojekt der KKFK, das vor allem darauf abzielt, das Blended-Learning-Modell in der fachsprachlichen Ausbildung von Wirtschaftsstudenten zu erproben. Bei der Auswertung unseres Pilotprojektes widmen wir der Erforschung von studentischen Erwartungen besondere Aufmerksamkeit, weil diese eine wichtige Voraussetzung für den Lernerfolg darstellen. Vor allem werden Erwartungen der Studentinnen und Studenten an die Betreuung, Begleitung und Kompetenzentwicklung in Blended-Learning-Kursen reflektiert. Die Einschätzung eigener Lernbedürfnisse und Methodenkompetenz durch die Kursteilnehmer soll ebenfalls zur Diskussion gestellt werden. Auf Basis der so gewonnenen Erkenntnisse werden Vorschläge für effiziente Konzipierung und Entwicklung eines bedarfsorientierten Blended-Learning-Angebotes für den Unterricht im Fach Wirtschaftsdeutsch / Geschäftsdeutsch formuliert.

Die Rolle von Vorkenntnissen der Schülerinnen beim Unterrichten postmoderner Lyrik

Judit KUBINGER-PILLMANN

Pannon Universität, Veszprém

judit.pillmann@gmail.com

Mein Thema befindet sich an der Grenze der Literaturpädagogik und Literaturwissenschaft. Mit meinem Vortrag möchte ich auf die Problematik hinweisen, wie wichtig es wäre beim Unterrichten postmoderner lyrischer Werke die Vorkenntnisse der Schülerinnen zu berücksichtigen. Meiner Meinung nach könnte der Interpretationsprozess dieser lyrischen Gedichte durch die Berücksichtigung von früher erworbenen Wissensselementen wirksamer werden.

Wenn wir heutzutage eine Grundschule oder ein Gymnasium besuchen, können wir überall die Erfahrungen sammeln, dass im Kreise der Literaturlehrerinnen wegen des vermuteten oder tatsächlichen Desinteresses der Schülerinnen Literatur und Lesen gegenüber große Unzufriedenheit und Machtlosigkeit herrscht. Dieses Desinteresse ist im Falle der postmodernen Lyrik vielleicht noch größer. Ich frage mich, ob das tatsächlich eine Interesselosigkeit ist, oder ein anderes Problem im Hintergrund steckt.

In meinem Vortrag bemühe ich mich dieses Problem durch die Gedichte eines zeitgenössischen Dichters, welcher die Werke von Dichtern aus vergangenen Jahrhunderten paraphrasiert, zu beleuchten. Eine sehr wichtige Rolle wird in diesem Falle spielen, wie wir als Literaturlehrerinnen die Intertextualität zwischen den Gedichten von einem zeitgenössischen Dichter und den Gedichten der paraphrasierten Dichter aus den früheren Jahrhunderten im Rahmen der Literaturstunden vermitteln. Eine Frage ist, ob unter den Vorkenntnissen der Schülerinnen jene lyrischen Werke vorhanden sind, auf welche der zeitgenössische Autor hinweist/baut. Die Frage verzweigt sich hier: In welche Richtung entwickelt sich der Interpretationsprozess, wenn die Vorkenntnisse des Schülers bzw. der Schülerin die notwendigen Informationen beinhalten, bzw. wenn seine /ihre Vorkenntnisse die notwendigen Wissensselemente nicht beinhalten? Im ersten Fall ergibt sich die weitere Frage, ob der Schüler / die Schülerin fähig sein wird, diese Wissensselemente zu aktivieren. Im zweiten Fall ergibt sich die Frage: Wie kann das zeitgenössische Gedicht ohne die notwendigen Vorkenntnisse interpretiert werden?

Über die Erörterung all dieser Fragen hinaus möchte ich die Ergebnisse meiner kleinen Forschung präsentieren. Diese Forschung hatte das Ziel, durch einen Fragebogen zu prüfen, in welchem Maße Schülerinnen des Maturajahrganges (12. Klasse) imstande sind, in zeitgenössischen Gedichten lyrische Werke der vergangenen Jahrhunderte zu erkennen.

Warum halte ich die Berücksichtigung der Vorkenntnisse bei der Interpretation postmoderner lyrischer Werke für wichtig? Weil ich nicht glaube, dass die postmodernen lyrischen Werke in jedem Fall als „unverständlich“ abgestempelt werden müssen. Nur so viel Aufgabe hätten wir, Literaturlehrerinnen, den notwendigen intertextuellen Hintergrund zu schaffen, welcher die Schülerinnen zur richtigen Interpretation der postmodernen Gedichte verhelfen kann.

Sprachlehrerbildung in Ungarn und im vereinten Europa nach Bologna

Margit NAGY PAKSI

Szent István Universität, Jászberény

paksim@freemail.hu

Die betroffenen Leiter und Forscher des ungarischen Unterrichtswesens entschieden sich nach langen Debatten letztendlich für die europäische Integration des ungarischen Unterrichtswesens. Dazu waren die Herausbildung einer entsprechenden rechtlichen und wirtschaftlichen Lage, der Beitritt dem Bolognaprozess, die Umgestaltung des Pädagogenbildungssystems und die Qualitätssicherung des Unterrichts unbedingt wichtig.

Auf dem heutigen Stand der Globalisierung und im Rahmen der Vereinigung Europas, ist auch das Sprachenlehren und -lernen und eine interkulturelle Erziehung unentbehrlich. Dazu muss auch die Lehrerbildung im vereinten Europa verändert, vereinheitlicht werden.

Parallel zum "Wirtschaftsraum Europa" muss ein entsprechender "Bildungsraum Europa" entstehen. Dafür braucht man genug qualifizierte Lehrer

Auf dem EU-Gipfel 2002 in Barcelona wurde die Entscheidung getroffen, dass Kinder schon so früh wie möglich, zwei Sprachen erlernen sollen. In der Art und Weise des Unterrichts kam auch zu einer Veränderung, und zwar die immer stärkere Integration des Sprachenlernens in andere Unterrichtsfächer. Durch die Einführung bilingualen Lehrens und Lernens können die Fremdsprachenkenntnisse nachweislich intensiviert werden.

Der Bolognaprozess hat schon die Bildung der Pädagogen in einem bestimmten Sinne vereinheitlicht, es gibt aber noch Gebiete, wo Aufgaben zu lösen sind. Für eine zukünftige Erziehung und Bildung für Europa wird ein solcher Lehrertypus benötigt, der den gesellschaftlichen und politischen Entwicklungen in Europa folgen kann und sowohl erzieherisch, als auch curricular zu reagieren versteht. Ein zukünftiger Lehrer für Europa sollte nicht nur über ausreichende Fremdsprachenkenntnisse verfügen, sondern er muss auch in der Lage sein in einer oder mehreren Fremdsprache(n) bestimmte Fächer unterrichten zu können. Längerfristig scheint das Modell einer übernationalen Lehrerausbildung an Bedeutung zu gewinnen, da man in der Zukunft mit einer internationalen, multikulturellen und multiethnischen Gesellschaft in Europa zu rechnen hat, die von Schule und Lehrern ein adäquates Lehr- und Lernmodell verlangen wird. Angestrebt wird dabei die Qualifizierung eines "Euroteachers".

Wie sind also die Lehrer der Zukunft? Wo und wie werden die entsprechenden Sprachpädagogen, Sprachlehrer dafür ausgebildet? Wie sind die Möglichkeiten auf diesem Gebiet in Ungarn? Welche Wege gibt es für die Fortsetzung nach dem BA von einem Sprachpädagogen für die Grundschule im frühen Kindesalter? Diese Studie und dieser Beitrag versucht diese Fragen ausführlicher zu beantworten.

Grenzüberstreichende Finanzierung der Hochschulen in Bodensee-Oberschwaben

Éva PAPP

Universität Debrecen, Debrecen

Pappeva7@freemail.hu

Ziel der Forschung: Antwort auf die nächsten Fragen zu bekommen. Über was für materielle Fähig- und Möglichkeiten verfügen die Bundesländer für die Erhaltung der Hochschulen außer der staatlichen Finanzierung? Wie und neben welchen Bedingungen werden die verschiedenen Studiengebühren bestimmt, oder die Stipendien und Beihilfen der Studenten zur Verfügung gestellt? Gibt es in der grenzüberschreitenden Kooperation, auch arbeitsmarktfähige Studiengänge, die von der Wirtschaft unterstützt werden? Wenn diese Frage mit Ja beantwortet wird, sollen weitere Fragen gestellt werden, wie Zum Beispiel: Gibt es dann ein funktionsfähiges Finanzierungssystem, das in anderen Gebieten zu adaptieren sei?

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

Ergebnisse der Forschung: Das deutsche Hochschulwesen kämpft gegen Finanzierungsprobleme. Laut einer Studie fehlen aus dem Hochschulbudget jährlich rund 6,2 Milliarden Euro. Das „drei Säulen Finanzierungssystem“ der deutschen Hochschulen wird sowohl von der EU, als auch von den lokalen Wirtschaftsteilnehmern noch unterstützt. Für das Erlangen der staatlichen Zuwendungen steht hier das Bund der 24 Hochschulen und Universitäten, die Internationale Bodenseehochschule (IBH), als ein gutes Beispiel. Die Nachhilfen und alle Sustainationen werden hier durch die Internationale Bodenseekonferenz (IBK) gefördert. Die Zusammenarbeit dieser Hochschulorganisation der vier Länder Deutschland, Österreich Lichtenstein und die Schweiz sind exemplarisch. Es drückt sich auch in den verschiedenen Daten der Hochschulen aus. Das Programmgebiet Alpenrhein – Bodensee – Hochrhein, gehört auch zu dieser Grenzregion. Es wird hier noch das "Lebenslangen Lernen" vor allem durch ein bereichsübergreifendes Lernnetzwerk und lokale Lernservice-Punkte unterstützt.

Allgemeine- und bildungspolitische Relevanz: Durch die Hilfe der Interregprogramme der EU wurde die verwirklichte Zusammenarbeit zwischen der Wirtschaft und Bildung in Bodensee – Oberschwaben rentabel und lebensfähig. Das grenzüberschreitende Hochschulsystem im Programmgebiet Alpenrhein – Bodensee –Hochrhein wird neben den Bundes -und Landesbeiträgen von den verschiedenen Zweigen der Wirtschaft auch unterstützt. Diese grenzübergreifende, gesellschaftliche Kooperation ist ein folgendes Beispiel, eine Zukunft grundierende und Länder zusammenbildende Transaktion, die immer Sponsoren findet.

Lernmotivation und Motivationsstörungen

Mária RÉTHY

Kodolány János Hochschule, Székesfehérvár

rethy@ludens.elte.hu

1. *Motivation und Motivationsentwicklung*

Die Motivation ist eine Kraft, die im Hintergrund des Verhaltens eines Menschen wirkt und es in Gang setzt. Die Entwicklung der Lernmotivation ist übrigens stark abhängig von familiären und schulischen Erziehungseinflüssen. Im Verlauf der Kindergartenzeit nimmt die Tendenz zu, tüchtig zu sein, bzw. die eigenen Tätigkeiten mit einem Maßstab der Gütigkeit zu vergleichen. Während der Grundschulzeit entsteht aus den motivierten motivationalen Grundfähigkeiten die Lern- und Arbeitshaltung. Das heißt, dass Kinder bereit sind, Lernaufgaben selbständig und gründlich zu erledigen. Mit der einsetzenden Pubertät nimmt die Abneigung gegen Fremdmotivierung zu. Die Lern- und Leistungsbereitschaft geht als Folge der Pubertätsproblematik zurück.

2. *Motivation und Schulerfolg*

Die Begabung setzt sich nicht automatisch in gute Schulleistungen um. Die Schulleistung wird auch von zusätzlichen Faktoren bestimmt: Lern- und Arbeitsmotivation, Lern- und Arbeitstechnik, emotionale Stabilität, familiäre Lernumwelt, schulische Lernumwelt.

3. *Häufigkeit von Motivationsstörungen. „Ich will nicht lernen!“*

Schülerinnen und Schüler sind mit Motivationsstörungen relativ häufig vertreten. Werden Schüler gefragt, was sie letztlich dann doch zum Lernen veranlasst, so werden Beweggründe sichtbar, die nur wenig mit dem Ideal der intrinsischer Motivation zu tun haben. Es sind dies vor allem äußerer Druck, schlechtes Gewissen und Angst vor dem Misserfolg. Die Schule ruft bei den Schülerinnen und Schülern keine positiven Gefühle hervor.

4. *Erscheinungsformen von Motivationsstörungen*

Sie treten in unterschiedlichen Formen in Erscheinung:

Generelle Motivationsstörungen

Schulunlust

Spezielle Lernmotivationsstörung

5. *Ursachen von Motivationsstörungen*

Leider ist es so, dass sich Eltern und Lehrer die Diagnose sehr einfach machen.

In unserem Ursachenbereich stehen:

- Familie: Erziehungsfehler, Überbetreuung, Anrengungsarmut, Kommunikationsstörung, familiäre Systemstörungen...
- Schule: schulisches Lernumfeld, Lehrer-Schüler-Unverträglichkeit, Leistungsstress, Leistungserwartung, Leistungskontrollen, sozial-emotionale Probleme...
- Schüler: individuelle Begabungsstruktur, Besonderheiten der Schülerpersönlichkeit, Lern- und Leistungshemmung, Einstellungssystem, negative Selbstbewertung, mangelndes Interesse, geringe Frustrationstoleranz, narzisstische Sozialisationstypen...
- Gesellschaft: Wohlstandskinder, Kaufkraft, (Kinder und Jugendliche sehen ihre Eltern nicht mehr beim Arbeiten).

6. *Motivationsförderung:*

Altergemäße Förderung; Selbständigkeitserziehung; Lob und Anerkennung;

Grenzziehung; konstruktive Kritik; Ermutigung; Erziehungskonsens; Neugierweckung; Tätigkeitsangebote; Lernen lernen; positives Denken.

Interkulturelles Lernen in der Grundschule

Ágnes SEBESTYÉN KERESZTHIDI

Szent István Universität, Jászberény

sebibela@invitel.hu

Europaweit nimmt das Interesse am Fremdsprachenunterricht für Grundschul Kinder zu. Ein ganz wichtiges Ziel des frühen Fremdsprachenunterrichts ist unter anderem, das Interesse der Kinder für andere Kulturen zu wecken, eine offene Haltung anderen Völkern gegenüber anzustreben, ihnen die ersten Eindrücke von der Zielsprachenkultur zu vermitteln. Dabei handelt es sich weniger um landeskundliche Informationen als um ein ganzheitliches Erleben einzelner Bräuche, kinderliterarischer Werke oder Alltagserfahrungen. Das interkulturelle Lernen kann im Grundschulalter an Themen, alltägliche Situationen gebunden werden, die den Kindern nahe stehen. Einerseits geht es um den Alltag, die Eßgewohnheiten, das Schulleben der Kinder der Zielkultur, andererseits um Feste, Traditionen, Lieder, Reime und Märchen.

Der Vortrag gibt einen Einblick in die Ergebnisse einer Untersuchung. Die Ziele der Untersuchung waren zu erfahren, welche kulturellen Themen im Grundschulunterricht vorkommen, wie oft, auf welche Weise sie in den Unterricht integriert werden und ob authentische Materialien in den Stunden benutzt werden. Um diese Fragen beantworten zu können, wurden Deutschstunden in der Grundschule beobachtet und Interviews mit Fremdsprachenlehrern hinsichtlich ihrer Erfahrungen mit der Vermittlung kultureller Themen im Grundschulunterricht durchgeführt.

Die inhaltsanalytische Auswertung der Unterrichtsbeobachtung ergab folgende Hauptbefunde: Die am häufigsten vorkommenden Themen waren Familie, Hobby, Tagesablauf, Schule und Wohnung. Hinsichtlich der kinderliterarischen Werke konnte eine Tendenz beobachtet werden, in den ersten zwei Jahrgängen wurden Lieder, Reime öfter verwendet als im dritten oder im vierten Jahrgang. In den beobachteten Stunden kamen Kindergeschichten, Märchen nicht vor und über Feste und Bräuche wurde nicht gesprochen. Die Lehrpersonen halten für wichtig, sich mit kulturellen Themen, Reimen, Liedern zu beschäftigen, aber die meisten beschwerten sich darüber, dass sie keine Zeit dafür haben. Ein Drittel der Befragten legt Wert darauf, sich vor Weihnachten, Ostern und während der Faschingszeit mit diesen Festen auch in der Deutschstunde zu befassen. Im Vortrag werden die Ergebnisse der Untersuchung ausführlicher erläutert.

Anders erzählen im Fremdsprachenunterricht. Die Abenteuer von Hocus&Lotus

Melinda VARGA

Péter Pázmány Katholische Universität, Piliscsaba

vmelinda@gmx.de

Hocus und Lotus sind zwei kleine Dinocrocs, also halb Krokodile halb Dinosaurier. Durch ihre abenteuerlichen Geschichten machen Kleinkinder erste Erfahrungen mit einer Fremdsprache. Die Methode und das Materialpaket wurden für den frühen Fremdsprachenunterricht für Kinder zwischen 3-8 Jahren konzipiert.

Die Methode und die Geschichten von Hocus und Lotus wurden an der Universität La Sapienza in Rom von Prof. Traute Taeschner und ihrem Team entwickelt und durch die finanzielle Unterstützung aus dem Lingua und Sokrates Programm der EU in den Niederlanden, Großbritannien, Spanien und Italien erprobt.

Für die Sprachen Englisch, Deutsch, Französisch, Spanisch und Italienisch stehen insgesamt 30 Geschichten in 5 Stufen aufgeteilt, als Zeichentrickfilm, Minimusical und Lesebuch zur Verfügung.

Die 6 Geschichten einer Stufe bieten für die Dauer eines Jahres Arbeitsmaterial für die Gruppe. Die 30 Formate ermöglichen 5 Jahre kontinuierliches Lernen.

Prof. Taeschner nennt die Methode 'The narrativ format approach' oder auch 'Mimisches Theater'.

In einer Lerneinheit wird die Geschichte von Hocus und Lotus als ein Wechsel von Erzählung und aktivem Spiel erlebt. Alles, was gesprochen wird, wird mimisch, gestisch und lautmalerisch unterstützt.

Nachdem die Erzieherin und die Kinder mit Hilfe einer magischen Formel in die Welt von Hocus und Lotus eingetreten sind, beginnt die Erzieherin mit dem mimischen Erzählen der Geschichte. Die Kinder wiederholen Mimik, Gestik und auch die Sprache. Die Bewegung, die direkten Erfahrungen mit der neuen Sprache und das aktive Tun ermöglichen Kinder die neue Sprache zu verinnerlichen.

Wie Erzieherinnen die Methode und das Materialpaket erfolgreich anwenden, können sie in einer Fortbildung erfahren und ihre Vorbereitung unterstützt auch ein Lehrerheft und ein Trainings-DVD.

Das richtige Erzählverhalten der Erzieherinnen wurde aufgrund einer dreijährigen Forschung beschrieben.

Im Vortrag werden die Methode und die Forschungsergebnisse der dreijährigen Untersuchungsreihe zum richtigen Erzählverhalten und zur fremdsprachigen Entwicklung der Kinder präsentiert.

