3rd International Conference for Theory and Practice in Education

Intercultural Communication, Multicultural Education

27-29 MAY 2010, BÉKÉSCSABA
HUNGARY

PROGRAM

ABSTRACTS

Conference organized by

Association of Educational Sciences Hungary

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(támogatta a Nemzeti Civil Alapprogram)

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TAUSZIG, Judit (Ministry of Social Affairs and Labour, Budapest)
TORGYIK, Judit (Kodolányi János University College, Székesfehérvár)

Edited by:
János Tibor KARLOVITZ

Place:

Szent István University Faculty of Economy
(Békéscsaba, Bajza u. 33.)

Conference Program (27.05.2010):

9.00-10.00
Registration

10.00 – 11.00
Conference Opening and Keynote Session
Room No. V.

11.00 – 13.00
Presentations in Sessions
Poster Session

13.00 – 14.00
Lunch Break

14.00 – 16.00
Presentations in Sessions

16.00 – 16.30
Coffee Break

16.30 – 18.30
Presentations in Sessions

Conference Program (28.05.2010):

9.00 – 9.30
Establishment of International Advisory Board for
Practice and Theory in Systems of Education

Room No. V.

9.30 – 10.00
Keynote Session
Room No. V.

10.00 – 12.00
Presentations in Sessions

12.00 – 13.00
Lunch Break

13.00 – 15.00
Presentations in Sessions

15.00 – 15.30
Coffee Break

15.30 – 17.30
Presentations in Sessions

17.30 – 18.00
Conference Closing

Conference Program (27.05.2010):

10.00 – 11.00

Opening the Conference and Keynote Session

Erzsébet Csereklye, Association of Educational Sciences Hungary

Azra Kacapor Nukic:

Harnessing the Power of Education for Human Development – Global Challenge

Room No. V.

11.00 – 13.00
Presentations in Sessions

Session No. 1. Room No. I. *Theories of Multicultural Societies*	*Chair:* Judit HARDI	Rosemarie ORTNER: *Fabricating Difference and Identity? – Notions of 'Culture' in Education*
		Erzsébet CSEREKLYE: *Measuring Teachers' Multicultural Attitudes*
		Asli BUGAY: Psychometric *Properties of the Turkish Version of Trait Shame and Guilt Scale*
		Susran Erkan EROĞLU: *Examination of University Students' Subjective Well-Being: A Crosscultural Comparison*
		Alina CRISAN & Roxana ENACHE & Alina BREZOI: *Intercultural Education – Case Studies*
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		Ildikó BUDAVÁRI-TAKÁCS & Andrea J. KLÉR: *Improving the Conflict Management Skills of Human Resource Counsellor Students through Structured Group Training*
		Tuncay TUNÇ & Ramazan AVCU: *Turkish Teacher Candidates' Graphing Skills*
		Ramazan AVCU: *Eight Graders' Capabilities in Exponents: Making Mental Comparisons*
		István SZALAY: *Holistic Approach to Teaching of Mathematics*
		László RÁCZ & Zsolt TAJCS & Csaba CSUTORÁS: *What is Worth Knowing about Wine – Connected to Wine Culture*
Session No. 3. Room No. III. *Conflicts and Behaviours*	*Chair:* Marietta BANKÓ	Erika SZIRMAI: *Steps to Counter School Bullying*
		Attila KŐSZEGHY: *School Bullying: The Problems of Internalizing Consequences for Participants*
		Nusreta KEPEŠ: *Starting Regulation of Curriculum for Prevention of Violence in Primary Schools*
		Habib HAMURCU: *Examination of Relationship between High School Students' Obedience Behaviors and their Psychological Needs*
		Zsolt NÉMETH: *Considering the Methodology of Research on Conflict Management Strategies in Physical Education and Sport Sciences*
		Zsuzsanna KLAPCSIK: *Social Work: Work or Profession*
Poster Session	*Moderator:* Ildiko CSAJBOK-TWEREFOU	Éva FEKETE SZABÓ & Júlia HORVÁTH: *Detriment of Abilities – Towards Inclusion*
		Imre András TÖRÖK: *The Relation of the PlayPpreference in Childhood with the Attitude of Parental Upbringing, the Social and Spatial Anxiety in Adulthood and the Temperament*
		Vanda PINTÉR: *The Importance of Physical Education in University Programmes*
		János Tibor KARLOVITZ: *Religious Education in Hungary*
		Judit TORGYIK: *Multicultural Education in Teacher Training*

13.00 – 14.00
Lunch Break

14.00 – 16.00
Presentations in Sessions

Session No. 4. Room No. I. *Labour Market*	*Chair:* Balázs BENKEI KOVÁCS	Abdullah IŞIKLAR: *Apprenticeship Training in Turkey*
		Éva FARKAS: *Implementation of Policy Objectives in Vocational Education and Training*
		Péter HIDVÉGI: *Work Motivation According to the Empiric Examination of the Staff of Customs and Finance Guard and the Trainers of Secondary School of Security Forces*
		Imola CSEHNÉ PAPP: *Relationship between Education and the Labour Market in Hungary*
		Anikó SZILÁGYI: *The Use of Mock Job- Interviews for First-time Job-seekers in College Setting*
		Miklós KENDERFI: *Intercultural Shock: The New Challenge for Employment Counselling*
Halle No. II. *Gespräch*	*Moderator:* Gabriella BIKICS	Interkulturelle Kommunikation und Deutschunterricht. Aktuelle Fragen und Probleme, interkulturelle Erfahrungen der Dozenten
Session No. 5. Room No. III. *Contact inter Cultures*	*Chair:* Erzsébet CSEREKLYE	Ana BLAŽEVIĆ: *Language Minority Education in Croatia: Current Issues and Challenges*
		Mimoza ZEKAJ: *General Characteristics in the Linguistic Molding of the Greek Minority Learners in the Region of Gjirokastra*
		Chun-Yu LIN: *Multicultural Literacy Programme for International Marriage Immigrants in Taiwan*?
		Valentin MORGOVAN & Cornelia Mariana GULER: *How to Teach the Adults in order to Understand their Children*
		Livingstone MAKONDO: "*University Students are Being Failed by the 'Qualified'*": *A Cry from Seven African Universities*
		Nadezhda KALOYANOVA: *Optimization of Intercultural Communication in the School through ill-Structured Problems-Solving*
Session No. 6. Room No. IV. *Foreign Language Teaching*	*Chair:* Zsuzsanna KLAPCSIK	Ildiko CSAJBOK-TWEREFOU: *Speech Etiquette in Teaching of Foreign Languages*
		Nina TVEREZOVSKA: *Foreign Language Teachers' Functions in Developing Intercultural Communication*
		Judit HARDI: *Vocabulary Learning Strategy Use of English-specialised Primary-teacher Trainees*
		Valentin Cosmin BLÂNDUL & Viorica BANCIU & Florentina Adriana BLÂNDUL: *The Role of English Language Teaching in Achieving an Intercultural Education*
		Marietta BANKÓ: *On Foreign Language Teaching and the Intercultural Aspect*
		SAEFURROHMAN, M.: *Implementing E-Learning for Increasing Student's Motivation in Learning English*

16.00 – 16.30
Coffee Break

16.30 – 18.30
Presentations in Sessions

Session No. 7. Room No. I. *Values*	*Chair:* Erika SZIRMAI	Ozkan OZGUN & Sule ERDEN: *Are Patterns of Attachment Universal? An Evidence from Turkey*
		Ali HAYDAR ŞAR & Mustafa KOÇ: *The Examination of Personal Preferences and Locus of Control Features of Students from Different Educational Programs*
		Adnan KARADÜZ: *Opinion of the Lecturers in Faculty of Education about Learning Environment*
		Hasan BOZGEYIKLI: *Investigation of Turkish Elementary School Students' Career Development according to Demographic Features*
		Merita ISARAJ: *The Ethics of the Teacher an Important Factor in the Relationship Teacher-learner*
Sektion No. 8. Halle No. II. *Lehre*	*Vorsitzende:* Erika KEGYES	Gabriella BIKICS: *MA Deutschlehrerausbildung am Lehrstuhl für Deutsche Sprach- und Literaturwissenschaft der Universität Miskolc*
		Natasa Zsófia TAMÁS: *Vermittlung interkultureller Kompetenzen in der Lehrerausbildung am Beispiel der RWTH Aachen und der ELTE*
		Judit STEINERNÉ MOLNÁR: *Innovative Bemühungen im Fremdsprachenunterricht*
		Csilla RUFF: *Mehrsprachigkeitsdidaktik: wie sich Fremdsprachenlehrende und -lernende der Herausforderung stellen*
		Bistra MIZOVA: *Integratives Trainingskonzept für Entwicklung der interkulturellen kommunikativen Kompetenz von Studierenden im Kontext der internationalen Bildungsmobilität*
		Dóra RÓZSÁNÉ SZABÓ: *Grundgedanken über die musikalische Begabung*
Session No. 9. Room No. III. *Sport*	*Chair:* Andrea BENCÉNÉ FEKETE	Melih ÖZTOP: *Investigating Body Image Satisfaction among the Different Levels of Turkish Tennis Players as a Function of Gender*
		Dóra GÖRÖGH: *Examination of Non-verbal Communication Style at Handball Coaches' Working with Elite Handball Teams*
		Özden TAŞGIN: *Observation of Physical Education Teacher Candidates' Life Satisfactions*
		Beatrice ABALASEI: *Social Representation of Violence In Sports, Focus on Football Game*

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Conference Program (28.05.2010):

9.30 – 10.00

Keynote Session

Renáta Anna Dezső:

The significance of Teachers as Growth-mindset Warm Demanders in General Education – Two Models from Overseas

Room No. V.

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Room No. V.

10.00 – 12.00
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Session No. 10. Room No. I. *Politics of Education*	*Chair:* Zoltán ÁRPÁSI	Nick CHANDLER: *Change in Higher Education: Understanding Individual and Organizational Resistance*
		Niyazi CAN: *Influence of Instructional Leadership in Higher Education on Lecturer Succes*
		Balázs BENKEI KOVÁCS: *The European Guidelines and the Validation Practice of HE Institutions in France and the UK*
		Sándor SIMON: *Culture as a Result of Institutional Evolution*
		Roxana ENACHE & Alina BREZOI & Alina CRISAN: *Legislation of Education from European Perspective*
Session No. 11. Room No. II. *Elementary Education*	*Chair:* Renáta Anna DEZSŐ	Gabriela KELEMEN: *Who are the Gifted*
		Gulsen VARLIKLI & Ayla AKBAS: *Elementary Education: Determination of Needs in Guidance for a Group of Gypsy Children*
		Margit SAVOVIC: *Multicultural Education in the Republic of Serbia*
		İsmail ÇAKIR: *Evaluating Students' Performance through Performance-based Evaluation in Foreign Language Teaching*
		Vera STOJANOVSKA & Biljana KRSTESKA-PAPIĆ: *Multicultural Component in Elementary School Education in the Republic of Macedonia*
Session No. 12. Room No. III. *Skills and Attitudes*	*Chair:* András KESZTHELYI	Márta VINNAI: *The Role and Importance of Student Teachers Self-awareness in Pre-service Teacher Education*
		Emre TOPRAK: *An Examination on the Attitudes of Turkish Teacher Candidates in Turkey towards Teaching Job in Terms of Several Variables*
		Olena ZELIKOVSKA: *Basic Components of Intercultural Competence of Students Majoring in Economics*
		Andrea J. KLÉR & Ildikó BUDAVÁRI-TAKÁCS: *A Study of the Problem Solving Strategies of University Students*
		Muhammed Esat ALTINTAŞ: *Religious Education in Turkey*
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		Erzsébet BÁNSZEGI-TÓTH: *Disability as a Form of Cultural Representation*
		Zsuzsanna KUNT: *Disability Culture and Education*
		Yunus Emre UCAN: *Deaf-Dumb and Blinds School: As an Example of Special Education in Ottoman Education System*

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		Bisera JEVTIĆ: *Effects of Interactive Educational Communication*
		András KESZTHELYI: *Communication Problem between Practice and Theory in Systems of Information*
		Csilla HERZOG & Gabriella ZENTAI: *A Quantitative and Qualitative Examination of Media Literacy of Pupils in the 14-18 Age Group*
		Elisaveta Georgieva KOSTOVA: *The Joint Venture of Education and Technology: Pro´s, Con´s and Roots*
		Szabolcs ZALAY: *Intercultural Communications in Belarus*
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		Erika KEGYES: *Ungarische Sprachbücher als Spiegel des Ungarnbildes*
		Ferenc KÓSIK: *Hybride Lernumgebungen aus der Sicht von Fachsprachenlehrern*
		Réka RACSKO: *Elektronische Lehrumgebungen – Die Rolle des Internets und Web 2.0 in der Erziehung*
		Eva TESHAJEV: *Abendland – Orient, Westen – Osten, Zivilisation – Barbarei: Begriffsgeschichte als Kulturgeschichte im deutsch-polnischen Vergleich*
		Attila VERÓK: *Ein Lebenswerk im Zeichen des Multikulturalismus. Martin Schmeizel (1679-1747) und der multikulturelle Unterricht an deutschen Universitäten*
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		Zsófia KOVÁCS: *The World of Ancient Egypt – Educational Program*
		József STROHNER: *Multicultural Aspects of Visual Education*
		Lucija ANDRE & Eudjen ČINČ: *The Artistic Content as a Source of Nurturing Multiculturalism in Children*
		Miklós BURIÁN: *Recognition and Creative Application of the Chaotic Permutation of the Virtual Polyphony*
		Zsuzsa KOLTAI: *Development of Museum Education in Hungary*
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		Sule ERDEN & Ozkan OZGUN: *Assessing Theory of Mind (ToM) of 4 to 6-Year-Old Turkish Children*
		Andrea HOMOKI: *The Possibilities and Practise of Childprotection and Family Care on the Secondary Socializing Stage*
		Adalet KANDIR: *A General Overview of Preschool Education Programs Implemented in Turkey*
		Karaaslan ÖZCAN: *The Effects of Mother's and Father's Styles of Interaction on Children's Interactional Behaviors and Engagement in Interactions*
		Zsuzsanna HEGEDŰSNÉ TÓTH: *The Role of the Portfolio in the Musical Training of Future Preschool Teachers*

15.00 – 15.30
Coffee break

15.30 – 17.30
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		Enikő PAJOR: *Intercultural Mission and Practical in the New Library of Alexandria*
		Shyqyri HYSI: *Education through History Schoolbooks*
		Tamás LENDVAI: *Pathfinding in Adult Education. Doctrinal Debate at the Free-education Conference of 1907 as Reflected in Pikler, Giesswein and Prohászka's Contribution*
		Anton ILICA: *Re-Founding of Pedagogy and Its Status among Educational Sciences*
		Alina BREZOI & Roxana ENACHE: *Legislation Regarding Intercultural Education. Education Policy – Education Reform – School Legislation*
Sektion No. 19. Halle No. II. *Unterricht*	*Vorsitzender:* Vilmos LAKATOS	Erzsébet KAZARJÁN: *Die Pädagogik der Bildung höheren Grades unter unterrichtspolitischem Aspekt und unter dem Aspekt des Arbeitsmarktes*
		Hristina MIHALEVA: *Multikulturelles Fertigkeitstraining im Bereich des Bücherverkaufs – 5. Prävention von Personalrisiken in der Organisation*
		Éva PAPP: *Das Beispiel von Berettyóújfalu: Der Weg zu einer Schülerstadt*
		Tamásné LAKI: *Gemeinde, Schule und Gemeinschaft*
		József KORMOS: *Über die philosophischen Arten der Legitimation der Erziehungsethik*
		Zsuzsanna Mária TAKÁCS: *Erinnerungen von zwei Schulmeistern zwischen den zwei Weltkriegen im Komitat Baranya*
Session No. 20. Room No. III. *Learning Styles*	*Chair:* Márta VINNAI	Charles TOWNLEY: *Transformative Learning Across Cultures: Three Sino-American Distance Learning Case Studies*
		Károly FARKAS: *Improve Intrinsic Thinking with LOGO Programme Language*
		Ya-Ying TENG & Chi-Jui LIEN & Yu-Ling LU: *A Preliminary Study on Critical Thinking Disposition of Students in Rural and Urban Areas in Taiwan*
		Ramazan AVCU: *Eight Graders' Capabilities in Exponents: Making Mental Comparisons*
		Gabriella HILD: *Piloting the Concurrent Use of Think-aloud Protocol and the Hungarian Language Aptitude Test: Schooling and Age Effects on the Way Participants do the Aptitude Test*
		Ferenc KISS: *Connection of Development of Learning Strategies and Cognitive Skills*
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		Oisaeng HONG: *E-learning System of Health Education for a Diverse Workforce in the United States*
		Zoltán ÁRPÁSI: *The Relation of Wellness Motivation and Education in the South Great Plain Region*
		Liviu GAVRILA-ARDELEAN: *Theory and Practice in Oral Health Education of Child in Arad*
		Mihaela GAVRILA-ARDELEAN: *Theory and Practice in Education for Heart Health in Arad*
		Albina SINANI: *Agricultural Health Education of the Rural Population in the Region of Gjirokastra during the Transition Period*

17.30 – 18.00
Conference Closing

Erika Garaj, Association of Educational Sciences Hungary

Harnessing the Power of Education for Human Development – Global Challenge

By Azra Kacapor Nurkic

azrakacapor@live.com

Azra Kacapor Nurkic is the Senior Advisor for Program Quality and Monitoring and Evaluation at the World Bank based in Washington, D.C. Before joining the World Bank, Azra was the Director for Children and Youth Programs at World Learning where she was responsible for strategic and operational leadership of the child and youth program portfolio of World Learning. Azra holds a master degree in education and is a PhD candidate at the Department of Sociology of Education at University of Pecs, Hungary. For more then a sixteen years, Azra has been working in the field of protection, prevention and reintegration of vulnerable children and youth living in especially difficult circumstances. She lived and worked with marginalized groups in Bosnia and Herzegovina, throughout Middle East and Eastern Europe, Asia and Latin America designing and implementing child and youth development programs as well as alternative education, anti-trafficking interventions and victim protection strategies. Throughout her career, she developed models and implemented child protection and education trainings for NGO staff and studied the impact and effectiveness of interventions on the development of children and youth. Azra is an experienced training designer, facilitator and evaluator specializing in interactive and experiential training approaches. She is a certified Achieve Global Zenger-Miller facilitator and trainer. Azra also worked with World Vision for over nine years in various roles providing strategic leadership and technical expertise in Children in Crisis programming. Azra is the recipient of distinguished academic awards and is an author of numerous articles in professional journals and a presenter at conferences.

With the world in a constant state of flux, education provides a stabilizing touchstone to help the countries cope with changing priorities and demands. Without investments in basic education, a country's workforce will be unable to meet labor market needs, compete in global markets, and adapt to advances in technology and new ideas. Un-educated or under-educated citizens are often ill-equipped to exercise their full legal and social rights, participate in democratic institutions, and communicate effectively in order to mobilize or take part in take collective action to promote positive and peaceful change. Out of school children are more likely to be engaged in hazardous child labor, recruited by armed forces and groups, trafficked for purposes of sexual exploitation and forced labor, become pregnant, and become infected with HIV/AIDS. Education provides perhaps the single most effective protection against abuse and exploitation as well as an effective means for rehabilitating and reintegrating survivors of abuse, exploitation, and neglect. Ultimately, when educated children grow into educated parents, they raise smaller, healthier, and better educated families. The impact of education or lack of education can carry over generations.

Scope of the Problem – Global Statistics

Despite many notable achievements within the field of education within the last two decades, school enrollment statistics are staggering. More than 115 million children worldwide are not in school today out of which, 72 million are primary school age children despite the fact that their school enrolment is mandated by law in 135 countries worldwide. Moreover, the primary completion rate remains low especially in the least developed countries, where fewer than 60% of children who have access to primary school reach their sixth year. In addition, more than 960 million adults (two-thirds of whom are women) are illiterate, and functional illiteracy is a significant problem in both developed and developing countries.

Key Challenges

Efforts to increase enrollment in and support completion of basic education must overcome several key challenges.

Prohibitive school fees and other costs associated with education – Many schools require school fees to pay for teacher salaries, educational supplies and maintenance of school buildings and infrastructure. Additional associated costs of schooling, such as the cost of school textbooks, clothes, supplies, and loss of child labor within or outside the home require families to make difficult choices between education and other basic needs.

Teachers shortages and poor-performing teachers – UNESCO predicts a shortage of 18 million teachers over the next decade, most critically in Sub-Saharan Africa, the Arab States, and globally in areas that tend to be unfavorable, such as insecure, or isolated environments, and rural or urban schools that are poorly resourced. This shortage will lead to increases in the student to teacher ratio, more multi-grade classrooms with students of different ages and abilities, and longer travel distances for students required to attend schools far away. Already, the student teacher ratio in Sub-Saharan Africa and Southern Asia averages over 40 to 1. Some schools have resorted to recruiting unqualified and inexperienced teachers thereby reducing the quality of instruction. Many teachers, particularly inexperienced teachers, practice traditional lecture and rote learning teaching techniques and use harsh forms of corporal punishment to discipline students. As a result, students fail to develop critical thinking and problem solving skills. Many students with special needs fail to master even the most basic subject matter.

Insufficient and/or poorly maintained education infrastructure and equipment – Many communities, particularly rural and disadvantaged communities, do not have schools or the schools located within the community are insufficient to meet the demand for education. Classrooms are overcrowded and may accommodate several classes and grades. Educational infrastructure is often old, destroyed, and unsafe. Schools lack basic educational equipment and supplies, including desks, chairs, books, chalk, and even paper. These conditions limit a teacher's ability to teach and a student's ability to practice new skills. In addition, many schools lack appropriate sanitation facilities and access to clean water, creating severe health risks.

Absence of parental and community involvement in management of education – Parents and other members of disadvantaged communities may feel overwhelmed by their own needs and unable to support schools. Some have little education themselves and are unaware of the ways in which they can contribute to school activities or the importance of their participation. Schools without this support, typically have lower rates of attendance and achievement.

Inability to accommodate the unique needs of students – Many developing countries are pluralistic environments, meaning their national borders contain numerous discrete societal units (tribes, ethnic groups, clans) with their own languages, traditions, and modes of subsistence. However, when curricula and education administration are centralized there is little room for innovation, or opportunities to contextualize teaching methodologies, incorporate local cultures, and address the unique needs of students. In addition, students who have missed years of schooling are uncomfortable returning to classes and curricula designed for significantly younger students. Like older students, students who combine school with work or are unable to attend classes according to a regular daily schedule may find standard curricula and class schedules too restrictive and are at a higher risk for dropping out.

Cultural and institutional practices that disadvantage girls – Many teachers tend to favor boys in the classroom and some sexually exploit female students. Lack of appropriate sanitation facilities may create an even greater disincentive to attend school once girls reach puberty. Cultural traditions may require that women and girls limit themselves and their activities to their homes and marry young. Parents may believe that girls have little use for education due to a perceived lack of employment opportunities for women, or that girls are unworthy of investment because once they are married they will belong to their husbands family and have no obligation to their parents. As a result, girls are less likely to enroll in school, less likely to perform well, and more likely to drop out than their male classmates.

In-security and emergency situations – Emergencies present additional educational challenges. During conflict, natural disasters and other emergencies, schools are often destroyed, closed, or taken over by military, displaced persons, or other emergency operations. Continued insecurity may prevent students from leaving their homes to attend school, due to concerns for their safety. Teachers and students may abandon their communities to seek safety elsewhere. They may be unable to focus on educating themselves and others due to the emotional stress caused by the emergency, and other problems associated with the emergency such as health, social and financial concerns.

Response strategies

To effectively respond to these challenges and bring about accessible and high quality education programs for all, the international community and national and local actors need to address the following programmatic priorities:

1. *Improving access to and quality of basic education programs:*
   Making education affordable – Creating cost-recovery models for schools at the community level while at the same time working with governments at the local, regional, and national level to reform educational policies and make greater investments in education. Additionally, efforts to support poor families to increase their household income.
   Increasing educational quality – Identifying and preparing new teachers as well as supporting experienced teachers to adopt new child-centered teaching practices. Strengthening leadership skills of teachers and school administrators within the school and community, through technical support for improved pre-service teacher training, recruitment and mentoring of new teachers and managers, in-service teacher training workshops, classroom monitoring and regular teacher support groups.

Using local resources to build schools and create teaching materials – Raising awareness and developing strategies for use of local resources as well as engaging both skilled technicians and local communities to create safe, sustainable schools that are appropriate to the environment and conducive to learning. Supporting communities and schools in develop and producing low or no-cost teaching materials, mainly from local and natural resources (such as leaves, flowers, beans, etc.) as well as recycled materials (such as metals, tires, bottles) worldwide. *Mobilizing communities and parents to support education* – Educating parents and community leaders about the importance of education, and the ways in which individuals within the community can support schools to be as effective as possible is paramount. Support can include school enrollment campaigns, organizing or assisting student activities, monitoring teacher performance and student achievement, helping students with their homework, raising funds for school maintenance or special activities, repairing or maintaining school infrastructure, and holding accountable school management.

2. *Developing special education programs for vulnerable groups (including girls, ethnic minorities, out-of-school students, working students, orphans and vulnerable children, and children with disabilities)*:

Key interventions under this priority program area include:

Advocating for and supporting efforts to decentralize administration – Efforts to transfer responsibility for administration and development of relevant and appropriate management, curricula and teaching techniques to regional and local education authorities are necessary. These authorities need support with capacity building programs to manage new responsibilities efficiently and effectively through training, monitoring and mentorship.

Developing new curricula and courses to meet the unique needs of vulnerable groups – The challenge of developing appropriate and inclusive curricula and textbooks written in students' native language for vulnerable groups is widespread. Educational materials re needed that teach respect for local traditions and refer to familiar cultural practices, promote peace building, and address specific concerns within communities, such as HIV/AIDS, psycho-social health, or the dangers of child labor.

Developing Accelerated and Flexible Learning Programs for working and/or over-age students – Low cost, accessible and appropriate Accelerated Learning Programs are necessary to support out-of-school students who have missed years of school and fallen behind their classmates. Students participating in an Accelerated Learning Program can catch up and rejoin formal school programs at an age-appropriate grade or earn primary and secondary degrees more quickly than they would in standard classrooms.

Accelerating efforts to protect, value and encourage girl students – Community based programs that bring together schools and community leaders to recognize the value of educated girls and women to the community, advocates for a code of conduct for teachers and others working with children to reduce the risk of sexual exploitation, facilitates the safe travel of girls to and from school by arranging accompaniment or transportation services, and helps teachers to find ways to encourage girls within the classroom and support their achievement.

Securing inclusive education and disability mainstreaming – Global application of inclusion principles, full participation and equal access for persons with disabilities. Efforts to sensitizes teachers and communities to the special needs of disabled students and ensures that teachers have access to special education materials to facilitate their learning are necessary.

3. Supporting *the implementation of education in post-emergency environments.*
Advocacy and program efforts are necessary to ensure the respect and protection of school buildings and property as well as the relocation of military, displaced persons, and emergency operations from schools. International community and local and national actors need to joint effort and facilitates the rapid re-opening of education programming, locate and engage existing teachers, and identify new teachers or teachers' assistants as needed. In the conflict and post-conflict contexts, safe travel of students to and from school as promotion of safety of students while at school are imperative. Additionally, it is necessary to secure fund and implement programs that support the psycho-social health of students and engage them in structured, familiar activities, encouraging play, while creating a safe place for children to express concerns and receive support and important survival information, such as information on landmines, and additional resources.

Abstracts

Social Representation of Violence In Sports, Focus on Football Game

Beatrice ABALASEI
(University „Al I. Cuza" Iasi, Iasi, Romania)
beatrice.abalasei@uaic.ro

Representations social assess, summarize and reduce reality to a picture or even a read through a set of cognitions generated by a group. Their role is to make the unknown known, to give objects meaning perspectives. The paper aims to identify the social representation of violence in sport, focusing on spectators sports equipment.

Objective of research. Identification of social representation of violence in sport at public sporting events, focusing on team sports spectators.

Research hypothesis. Sport galleries components (fans) will have a tolerant attitude towards the phenomenon of violence in sport compared to spectators who are not part of the gallery.

Research variables. Dependent variable: representation of social violence in sport. Independent variables: type public-gallery (fans), and non-gallery.

Methods. Interpreting the first 2 items of the questionnaire, was done through word association technique, developed by P. Verges (2001) and an alternative method for determining the structure and organizational elements of a representation, proposed by C. Havarneanu. For the first technique used was the frequency of occurrence of each of the ranks and average appearance, while in the second techniques have frequency appearance and significance of average ranks. To determine the main effects were used t tests of significance between environments.

Results. The questionnaire was applied to the football match between teams of soccer-application technique prototype categories developed by P. Verges allowed us to identify the central and peripheral system of social representation of violence in sport, for each of the two categories of variables independent (gallery-fans, non-gallery). basic indicators were the frequency and average rank of occurrence, combined as to appear vertical frequency and horizontal order of occurrence.

Conclusions. Thus, the gallery is non-central system consists of a single element, physical violence. Violent contacts between athletes, battles between galleries, galleries and fighting between forces of order, faults field of play (type of violence is allowed by regulation in sports games), physical violence are the words to talk about the image of the violence related to sports.

Group fans are the central and peripheral system different than non-viewers of the gallery, which shows the difference between subjects knowledges on the phenomenon of violence in sport. Interesting is that the focus of social representation of violence in sports fans is the phrase "violence forces of order".

See that all of the words the phrase associated violence in sport-specific group gallery refer only to violence galleries. Content analysis of items that this task were not met associations to illustrate the violence of players, managers violence. We analyzed the phenomenon is reduced to a single competition, irregular in terms of fans, between galleries and order forces.

The sport show, the competition between favorite team and another lose importance in the chaos of the galleries and outside the sporting arena.

Graduating Students' Participation in Adult Education

Katalin ÁBRAHÁM & Zoltán TŐZSÉR
(University of Debrecen & CHERD, Debrecen, Hungary)
abkatalin@gmail.com & tozser1984@gmail.com

The goal of our research is to discover and analyze the impact of the Bologna process on students, who studied in Hungary's, Romania's and the Ukraine's Hungarian-speaking tertiary educational institutions.

Due to high unemployment rate caused by the recent economic changes, university students graduating in 2009, who are facing the challenges of entering the labour market, are in a difficult situation. Having a university degree does not necessarily guarantee success in the job market because of the expansion of higher education and the rapidly changing nature of the labour market.

Graduating university students have to accommodate to these growing expectations, which necessitates that - apart from their higher educational studies - they have to obtain practical experience, as well as certain qualifications and competences that may partly be obtained during practical learning and partly at the institutions of adult education.

Therefore, in the research we focus on the latter: *The Impact of Tertiary Education on Regional Development* (TERD). The leader of the TERD research is professor emeritus *Tamas Kozma*. (Please visit: http://terd.unideb.hu/en/)

We examined BA/BSc students, who participated in adult education besides their higher educational studies. Our aim was to map the different kinds of knowledge and skills that are required by BA/BSc students but are not provided by higher education. At the same time we intended to find out which are the special areas of adult education that students most often choose on in the hope of becoming successful in the labour market. The research was carried out among 1,361 students, who studied at Hungary's, Romania's and the Ukraine's Hungarian-speaking tertiary educational institutions, which places the research in a European perspective. Yet, we are focusing particularly on Hungary's tertiary education institutions.

Our results prove that more than one third of students studying in tertiary education participate in foreign language (24,3%) computer science (7,1%), and skill-developing trainings (3,7%) as well as in other extracurricular activities such as driving courses (34%), music learning and professional sport pursuits (9,1%). The major cause of students' participation was the need for acquiring competences which are crucial in obtaining jobs in the case of language and informatics. In the case of skill developing trainings, driving courses, and especially music and professional sport activities, however, the major cause was personal fulfilment and interest. Furthermore, we revealed the future plans of graduating students as well. It turned out that 30,1 percent of graduating students intend to participate in foreign language training and 15,7 percent of them wish to obtain a driving licence.

Religious Education in Turkey

Muhammed Esat Altıntaş
(Erciyes University, Melikgazi-Kayseri, Turkiye)
maltintas@ercives.edu.tr

Religion is one of the effective elements in the economical, political, social and universal relations with the European Union countries. Therefore, it is very important for young generations to learn truly both their religions and the beliefs of other people at schools whom they may encounter. It is probably to say that the items related to other religions in the present applied curriculums of the education have contents to make our young people attain the culture of dialogue and tolerance. For this reason, it is important to answer such questions:

- What is the status of religious education in Turkey?
- What are religious education's aims, content and place in the curriculum?

In this context, an article describing the situation in Turkey will be great interest. Thus, the purpose of this article is to provide information about the state of religious education in Turkey. This article consists of four parts. The first part summarizes education system of Turkey. The second part of the article introduces historical background and legal provision of religious education in Turkey. The third part presents the knowledge about the teaching of Religious Education in schools and the context in which this is done. Fourthly, current developments and challenges about religious education in Turkey will be mentioned.

The Artistic Content as a Source of Nurturing Multiculturalism in Children

Lucija ANDRE
(University of Novi Sad, Novi Sad, Serbia)
lucija.andre@gmail.com

Eudjen ČINČ
(High School of Professional Studies in Education Mihailo Palov, Vršac, Serbia)
eugencinci@gmail.com

One of the fundamental values of today's European society that is still creating as a real phenomenon of everyday life, multiculturalism, has been present for a long time in areas close to us. However, nowadays multiculturalism in the context of building a pan-European comunity, is getting completely new forms of promotion. Education in its various forms, here, plays an important role.

Children's spontaneity that conventionality of unadjusted formal artistic content, long separated from their real needs, has failed to compromise is an excellent ground for expressing internal artistic experience. Contents which promote a completely different approach in work with children, multisense experiences expressed in contact with the artistic creation of various forms, shapes and genres (art, music or movement) at the same time encourage and foster multiculturalism at younger age. Through the content that we suggest, children do not take finished forms, but create their personally-experienced artistic message, devoid of complex general accepted formal failure. In the genuine creative environment in which there is no formal quantifying success, surrounded by paintings of famous and less-known authors, children of various ages, through music and movement, exhibit their spontaneously created artistic construct. The power of art for learning and nurturing the right social values lies in the authentic experience and creative expression of children. Thus, the emphasis is on the interactive learning environment enriched with the artistic content that will encourage the pursuit of personal experience, as well as spontaneous cognition through the form of informal education. Consequently, cultural institutions take an important role as increasingly frequent centres for learning and nurturing the right values and above all, the multiculturalism. As an example of successful synthesis of pedagogical action and artistic content, we present one of the programs in The Gallery of Matica Srpska in Novi Sad.

The Relation of Wellness Motivation and Education in the South Great Plain Region

Zoltán Árpási
(Szent István University, Békéscsaba, Hungary)
arpasiz@gmail.com

Caring about our health became an important factor nowadays for everyone. The increasing number of wellness and medical hotels and the growing popularity of wellness holidays show that there is a serious trend, we need to adapt to.

Wellness tourism based on the region's thermal water resources has become the most important attraction in the South-Eastern part of Hungary. This is based on mainly two facts. First of all, this region is rich in thermal water. This is the most important aspect. Besides this, we can also witness an international trend, which focuses on healthcare and on health consciousness.

In the previous years many of the Hungarian wellness and spa resorts have improved a lot thanks to the financial support from the EU and the government. Some of the Hungarian spas can also take the challenge on the international competition. We can see, however, that technology and service develops rapidly, but the aggressive and effective marketing is still missing - or at least it is still at a very low level.

Our goal is to have a competitive tourism sector in the region, which would attract many tourists to different locations. In this case, it is important to examine the motivations of the consumers and based on this information we need to be able to define those areas, where wellness studies should be improved. Since the existence of well trained professionals could be crucial, speaking of the region's wellness services.

This study will show some of the results of a regional survey and will try to analyze and to give solutions to the problems that the region is facing concerning touristic education.

Eight Graders' Capabilities in Exponents: Making Mental Comparisons

Ramazan Avcu
(Aksaray University, Aksaray, Turkey)
avcu28@hotmail.com

The general purpose of this study was to describe and analyze students' abilities in comparing exponents. The research was carried out in two different elementary schools of Aydin province in Turkey during 2009-2010 educational years. The study was conducted with 150 elementary school 8th grade students with the use of exponent achievement test and in sample choice random sampling method was used. General survey model was employed in order to determine students' characteristics in comparing exponents. Data collection tool, developed by researches with the help of a similar study, comprised of 20 open ended items. Items were developed by following the objectives of renewed elementary mathematics curriculum. After performing the pilot study, ITEMAN was used to test the reliability of items. When scoring the items, "1" is used for each correct answer and "0" is used for each incorrect answer or for items that were left empty. In each item, students were asked to compare a pair of exponents and choose the appropriate sign ($>$, $=$, $<$), without using a calculator. Also, it was not possible for them to compute the exponents by using paper and pencil, on the grounds that each item consisted of very large numbers. It was aimed that it would force students to use the properties of exponents instead of computing and to use their knowledge regarding number systems. Students were also asked to write their reasoning when answering the items. Mathematics educators' views were taken into consideration to ensure the validity of the exponent achievement test. In data analyses one way ANOVA and Tukey test was used. The results revealed that students were highly successful in computing exponents when base and power are used in natural number form. The study also showed that students had difficulties in comparing exponents especially when decimal numbers used as a base and natural numbers used as a power. Finally it was found that students' proficiency in comparing exponents varied when elements of different number sets used as a base and power.

On Foreign Language Teaching and the Intercultural Aspect

Marietta Bankó
(Pannon University, Veszprém, Hungary)
banko.marietta@almos.vein.hu

The paper places the overlap between the intercultural aspect and foreign language education into its focal point.

In the process of learning or acquiring a foreign or a second language the culture, or the cultures, related to the mother tongue and to the target language are both or all present. Handling the encounters of these different languages and cultures present in the language learning process is one of the challenges foreign language teaching has to face, that is deal with, and meet, that is deal with successfully. The topic seems evergreen since, in foreign language teaching and learning, culture has got to be somewhere there, inherently, penetrating and interweaving everything.

It is generally understood that language and culture are inseparable, language – should it be either the mother tongue, or a second or a foreign language – cannot be acquired or learnt without being embedded into (a kind of) culture. As opposed to primary acculturation in the case of secondary acculturation it is, however, possible to separate language learning items and cultural learning, yet, it does not mean that it is worth it.

The paper aims (a) to briefly discuss the relationship of language and culture, and introduce a relevant conceptual interpretation of interculturalism and multiculturalism. It also discusses (b) the cultural dimension in some major and significant historical and contemporary methods of and approaches to foreign language teaching. The paper then provides (c) a glimpse of the implications, potential and possibilities of the intercultural aspect as present in the practice of foreign language teaching.

Disability as a Form of Cultural Representation

Erzsébet BÁNSZEGI-TÓTH
(Prizma Elementary and Infant School of District Institution, Budapest, Hungary)
btotherzsok@freemail.hu

The research account provides a review of examination results of junior schoolchildren retarded in learning as a subgroup of a segment of mentally disabled within the scope of the education of mentally disabled. The examination, analysis and comparison focus on patterns of behaviour that result in similar conduct of life due to congenial experiences leading to a similar way of life in certain fields. The discovery of the relevant differences and their consequences in the group of locally determined children takes place in periods when their activities are organized by themselves without any outer control. Neuralgic fields of the examination are communication, organization of the activities, control of inter-space, causes and solutions of conflicts. Beside the pure description and display of the behaviour, the account explores those motives too, that helps to determine the different layers of behaviour deposited on each other and lead to those deep structures that normally remain hidden in the course of everyday life. The collection, analysis, comparison of empiric knowledge, the display of correlations will be completed by the method of cultural anthropology. Anthropological research of the disability culture is a relatively new approach towards the problem and is still at a descriptive stage. Its least examined field is the subgroup of the mentally handicapped.

The basis of the research is based on qualitative approach, through which the theoretical background and the course of research may reach coherent unity. The method of collection and analysis of data is based on participative observation, but analysis of semi-structured interviews is also used. The examination of utilization of time and power, time balance, inter-space control is carried out with the method of proxemic analysis.

Research results suggest that the primary causes of the conflicts stem from the deficiencies in the interpretation of verbal communication. For settling these conflicts typically physical aggression is used on immediate corporal level, while the scope of verbal communication remains still narrow and refers purely to concrete activities. Orientation and acquisition of knowledge are helped by non-verbal manifestations e.g. sound signals of strong emotions, touches... Control of personal inter-space is characterized by frequent penetration into the intimate zone of others. The participants of the socialization of mentally disabled children can help in the interpretation of their verbal communication and can also contribute to their learning process through the participation of the body, facilitating in this way their social integration as well.

Facilities of Multicultural Education in Kindergartens

Andrea Bencéné Fekete
(University of Kaposvár, Kaposvár, Hungary)
andi@somogy.hu

Entering the European Union we became a part of a multicultural society, where different cultures come closer and closer to each other. In such a varied society the premise of living together peacefully is tolerance towards other citizens.

A kindergarten working in spirit of multicultural education provides equal chances to children from different subcultures, genders and social groups.

Such an education can be achieved only if parents, children and kindergarten-teachers cooperate.

I have examined the education programs of twenty kindergartens, but none of them contained the expressions 'intercultural' or 'multicultural'. But the situation is not as bad as it seems.

Continuing my researches I started to examine, whether parts of multicultural education are apparent in kindergarten-education. The principles of kindergartens are love, esteem and accepting childish personalities. This approach makes it possible to develop individualities and improve personal skills.

In fact kindergartens are often not opened to host children with disabilities. Little ones can understand their disabled mates only if they try out their different way of life. Integration of children belonging to minorities, speaking different languages or having different color of skin can lead to difficulties. This problem can only be solved by helping children to get to know the culture, habits and thoughts of their mates, and be a part of their different context.

We have to start building this intercultural approach in kindergartens, because at this age prejudices can still be preceded. This is why intercultural projects are really important.

The European Guidelines and the Validation Practice of HE Institutions in France and the UK

Balázs Benkei Kovács
(Eötvös Loránd University, Budapest, Hungary)
kovacsbalazs18@t-online.hu

The *European Guidelines* (2009) gives a general framework for the validation of non-formal and informal learning in the EU countries. This document is underpinning the main streamlines of the phenomenon, which is a relatively new element of the European education policy. A reflective discussion about the recognition of informal learning's results is present in the European discourse from the late 90's on. The common European principles for the member countries were established in 2003 in the field. The European countries use a wide range of terms for the phenomenon of validation: accreditation or APEL in the United Kingdom, EVC in the Netherlands, AHOT in Finland, valuation in Norway, Anerkennung in Germany and Austria, and VAE in France.

My presentation introduces shortly the intentions of this new framework document, and gives a comparative overview on the validation practice in the French and UK HE sector.

The focused comparative overview aims to explore diverse institutional practices by analyzing the related documents of the following institutions: University of Derby, London Metropolitan University, University of East London, University of Wolverhampton, Lancaster University, University of Highlands and Islands of Scotland, Glasgow Caledonian University, Université Paul Cézanne, Université de Rennes, Université Paris-1 Sorbonne; and propose a conclusions resulting from this comparative analysis.

I will highlight the major differences in the HE sector's validation procedures in the two countries, focusing on its steps and tendencies. I will also discuss if there are any important national differences in the purpose of the validation process itself and in its effectiveness.

Besides the introduction of current institutional practices, my presentation has also the manifest intention to explore and summarize the policy background of the French and English models. The extensive use of the phenomenon in France is closely connected to the law on "social modernization" (2002), while the United Kingdom's HE model in this field can be linked to the publication of the national guidelines on the accreditation of prior learning (2004).

Finally, the presentation aims to give an idea about the impact that we can expect from the new European Guidelines on the current institutional practices.

The Role of English Language Teaching in Achieving an Intercultural Education

Valentin Cosmin Blândul & Viorica Banciu & Florentina Adriana Blândul
(University of Oradea, Oradea, Romania)
bvali73@yahoo.com & banciu_vio@yahoo.com & florentineblandul@yahoo.com

The essence of language is human activity— activity on the part of one individual to make himself understood by another, and activity on the part of that other to understand what was on the mind of the first.

This definition is eloquent in its simplicity. It is a definition that emphasizes the role of language as a means by which human beings communicate with each other. While involved in this human activity, individuals inform each other of their desires, plans, or ignorance of certain facts, feelings about certain objects or events, their ambitions; in short, about what is on their minds.

Traditionally, learning a foreign language is considered to be a challenging educational experience, compulsory nowadays, with which most people come across at least once in their life, at least during the years of their formal education. The methodology of teaching foreign languages has a lot to offer nowadays. Teachers can choose from a variety of approaches, strategies and methods which are aimed at helping them to inculcate the learners with a desire to acquire a foreign language. A common educational curricula for teaching a foreign language focuses more on theoretical approach to grammar, to language structure and patterns, meant to be used in different situations, while the practical approach refers to different types of exercises such as: multiple choice, fill in or translation of texts. On the other hand, the extracurricular education provides a more suitable framework for experimentations and innovations and, consequently, it leads to a new way of thinking and conceiving a foreign language learning process.

These approaches may be seen as parts of intercultural learning, which is not always cosy to use: it sometimes involves confrontation and recognition of a conflict; it requires each individual firstly to explore and fully appreciate his cultural background, then to be clear and sure of his own cultural roots and identity, to be aware of how much he is a product of his time and place, then, from this base, to explore the realities of others.

Language Minority Education in Croatia:
Current Issues and Challenges

Ana Blažević
(University of Zagreb, Zagreb, Croatia)
ablazevi@ffzg.hr

The Croatian policy on national minorities is based on democratic values developed in relevant United Nations' instruments for human rights protection, as well as conventions and recommendations of the Council of Europe addressing human rights, which Croatia has ratified. According to the Constitution of the Republic of Croatia, the Constitutional Law on the Rights of National Minorities and the Law on the Education in the Language and Script of National Minorities, the members of national minorities in the Republic of Croatia are guaranteed the right to education in their own language and script within the overall education system. In the development of the Croatian education system, national minorities are recognized as a key priority and a target group, and have been offered the specific educational programs in the form of three basic models of education following the standards of efficiency and quality in education. The author considers this minority education policy and analyses its realization level based on recent numerical data, state taken measures and related reports. Considering the overview of mentioned ratified documents, domestic legal framework but also previous international reports and recommendations, the author examines the issues of certain segments within the overall education system in detail and suggests possible alternative solutions and challenges for the realization of a more efficient educational process in the language and script of national minorities.

Investigation of Turkish Elementary School Students' Career Development according to Demographic Features

Hasan Bozgeyikli
(Erciyes University, Melikgazi-Kayseri, Turkey)
hbozgeyikli@ercives.edu.tr

Career development theorists indicate that career development is a dynamic process which starts in childhood embeds in the following development stages and continues during life span. Every individual differs in having some attitudes and behaviors related to development phase in which they are present. When an assessment is made from this angle, elementary school years are the periods in which the students' the attitudes about career decision making and behaviors about this concept are developed. The theoretical model about career development in childhood period in career psychology was developed by Super (1990). This model is constituted of nine dimensions namely; curiosity, research, information, key figures, interests, locus of control, time perspective, self concept and planning. According to Super (1990) children's gaining the behaviors in these nine dimensions in a successful way causes learning problem solving and decision making behaviors in a successful way.

The aim of this research is to determine 8th grade elementary school students' career development according their demographic features (gender, parent education level, socio economic status etc.). This research was carried out with 357 (175 female, 182 male) elementary school students whose ages differ from 10 to 13 and survey method was used. In order to gain research data "Childhood Career Development Scale" and "Personal Information Form" were used. Demographic features were very critical in career development of students in this study. Especially there was a significant difference in students' career development according to gender. This difference was in the favor of male elementary school students. Recommendations were made according to research findings.

Legislation Regarding Intercultural Education:
Education Policy – Education Reform – School Legislation

Alina BREZOI & Roxana ENACHE
(Petroleum-Gas University Ploiesti, Ploiesti, Romania)
alina_brezoi@yahoo.com & rocatare@yahoo.com

An important condition for the achievement of national educational objectives in an European perspective is the educational reforms. Reforming education is not restricted to adopting a framework law, but is a process of restructuring and long-term innovation that may induce many changes in educational legislation.

An education reform is carried on for generations and affects all sections of the education system and it must not be perceived only as a matter of administration, but at the level of the entire system. Extensive learning process about the democracy that takes place in Romania now days involves the development of new instruments of law and develops the appropriate legal skills.

Also the legal framework must be sufficiently flexible and varied to support frequent changes in education domain. In the end, all innovations in education and radical reforms taking place in the new democracies can be supported by appropriate legislative measures. For referral significance of a legal document must understand the context of political, social, legal, cultural and particularly educational policy directions and priorities.

Given the law linking education with educational reform have been shaped by two positions in cultural traditions and administrative structures:

- for most European countries, new legislation may occur after the reform process as a tool for synthesis and the legitimacy of a series of changes already set in motion;
- for others, including Romania, educational reform can start with a new law able to impose innovations involved in the reform.

Multiculturalism and internationalism in Europe implies, on the one hand, the preservation of minority cultures of origin and, secondly, to ensure, through legislative measures ordered, the integration of young people with a conscience European civic (civic socialization), working for such a culture that establishes the new democracy is inconceivable without the implementation of intercultural education.

This paper is an overview of European models dealing with the main legal acts of European legislation on educational level, national responsibilities of Romania and concluding with the changes made in the Romanian educational system after EU integration.

Improving the Conflict Management Skills of Human Resource Counsellor Students through Structured Group Training

Ildikó BUDAVÁRI-TAKÁCS & Andrea J. KLÉR
(Szent István University, Gödöllő, Hungary)
budavari-takacs@freemail.hu & hpartner@t-online.hu

The Human Resource Management master course was launched in the autumn of 2008 at Szent István University, in order to train professional counsellors whose work includes managing conflicts and improve their client's conflict managing skills.

In our study we wanted to find answers for the following questions: what is the base level that we have to start the training from, what concepts our students have about conflicts, what conflict management strategies they follow, and what conflict management skills they already possess.

During the process of work and career counselling we often meet clients with self-definition deficiencies. The most frequent of these are lack of communication and conflict management skills. We have developed structured group training for compensating for the above deficiencies in self-definition by strengthening certain personality traits.

Work and career counselling trainings have been in our curriculum for 15 years in our Department, for which we have developed and improved counselling methods throughout the years.

During the past years we developed several group training sessions for work and career counsellors, and later, based on this work we developed similar programs for human resource counsellors as well. This is how we built up the „conflict management techniques" structured training session. In our presentation we will demonstrate the results of our study and our developments for the „conflict management techniques" training.

Psychometric Properties of the Turkish Version of Trait Shame and Guilt Scale

Asli Bugay
(Middle East Technical University, Ankara, Turkey)
bugay@metu.edu.tr

The aim of the study was to examine the psychometric properties *of the Turkish version* of *Trait Shame and Guilt Scale*. This scale was originally developed by Marschall, Saftner, and Tangney (1994) in order to assess one's state pride, shame, and guilt level by asking participants about how they feel at this moment in time. The modified version of this scale was created by Rohleder, Chen, Wolf, and Miller (2008) in order to measure trait shame, guilt and pride by asking participants about how they felt during the past few months. In current study, Turkish version of Trait Shame and Guilt Scale (TSGS) and Turkish version of Heartland Forgiveness Scale (HFS) (Bugay & Demir, 2010) were administered to a sample of *302* (166 female, 136 male) Turkish university students. The internal consistency coefficient (Cronbach alpha), criterion-related validity and Confirmatory Factor Analysis (CFA) were used to investigate reliability, *validity and* the factor structure of Turkish version TSGS. Criterion-related validity was established by calculating a Pearson correlation coefficient between the participants' Turkish version of TSGS scores and Turkish version of HFS scores. The results of this study indicated high reliability (internal consistency) and good criterion-related validity of Turkish version TSGS. In addition, findings regarding of the Confirmatory Factor Analysis revealed good fit indices for three factors structure of the Turkish version of TSGS with the present data, providing evidence for cross-cultural equivalence of this scale. Overall, psychometric analysis indicated that the Turkish version of TSGS can be reliably used among Turkish university sample. Results were discussed in the light of the related literature.

Recognition and Creative Application of the Chaotic Permutation of the Virtual Polyphony

Miklós Burián
(Kecskemét College, Kecskemét, Hungary)
burian.miklos@gmail.com

The main goal of this experiment was to enrich children's capacity for „good" music by preparing them through various exercises. The main focus was on listening to pre-recorded music and incorporating into it „live" music made by children. The second goal was to express the internal motion of music by gestures, dances, drawings, recited words and vowel sounds. The third, and perhaps most important goal was to create live clusters, realising this internal motion through their pitch and dynamics.

Finally, to answer the propositions given in the title: in the examination of musical processes the exploration of the chaotic was important for this reason: we were examining the musical process in both its aspects and its dialectics, as „a whole".

Evaluating Students' Performance through Performance-based Evaluation in Foreign Language Teaching

İsmail ÇAKIR
(Erciyes University, Melikgazi-Kayseri, Turkey)
ismailcakir@ercives.edu.tr

In foreign language teaching traditional techniques to evaluate learners' performance do not fit the requirements of a foreign language teacher any more. It is not always possible just evaluate learners through just pencil and paper or a few written exams. As learning a process and it needs to be observed meticulously, students should be regarded as a whole and their performance in each lesson should be taken into account. Rather than pencil and paper exams other alternatives and evaluation techniques should be taken into consideration by foreign language teachers. However, each course has its own peculiarities as regard to analyze and evaluate. Project works, group work, diaries, journals, presentations, participations, assignments and so on should be evaluated carefully in order to see learners' progress. Keeping all this issue in mind, in this presentation I would like to present alternative evaluation techniques that can be applied to foreign language learners.

Influence of Instructional Leadership in Higher Education on Lecturer Succes

Niyazi CAN
(Erciyes University, Melikgazi-Kayseri, Turkey)
niyazic@erciyes.edu.tr

Leadership is the ability to gather individuals around some specific objectives by motivating them and to fulfill these objectives. Leaders should have some qualities such as having vision, giving confidence, taking risk, being courageous, cool-blooded and willing. Leadership qualities are having vision, interest, honesty and courage. Dean of faculty as an effective leader has responsibilities such as improving and sharing a vision and giving opportunities for the improvement of all lecturers and students by providing individualistic learning environments.

When deans and principals are formal leaders of schools, the attitudes and efforts of principals should be taken into consideration. Principals' support will motivate and encourage lecturers. This will also strengthen both lecturers and principals and will help them to be aware of themselves. The strategies school principals should have to improve lecturer succes are; forming an atmosphere in which lecturer succes can be encouraged, being a researcher and providing opportunities for the improvement of all teachers. Giving more space to instructional activities and developing the adequacy about finding solutions to the problems on the implementation of the programs is an important issue for the administrators as instructional leaders.

This research is to explore influence of instructional leadership in higher education on lecturar succes. This research is carried out by using literature information and interview methods. The developed scale was applied to 25 lecturers from Erciyes University in Kayseri / Türkiye sample and some results were obtained and suggestions were made from the data.

Change in Higher Education: Understanding Individual and Organizational Resistance

Nick CHANDLER
(University of Miskolc, Miskolc, Hungary)
chandlers@t-online.hu

Like any other organisation, Higher Education Institutions (HEIs) are subject to change due to a plethora of internal and external environmental factors. Over the past few decades universities and colleges have had to become more market-orientated and, like any other organisation, have had to adapt to modern technology, changing demographics and academic interests, not to mention new systems and processes such as the Bologna system. Through such changes, higher education needs are now aimed to a greater extent towards students in order to meet professional, vocational, continuing education and accrediting needs.

This paper considers the reasons for such organisational change as a means of setting a context by which a review of current literature is undertaken in order to identify the reasons for resistance to change experienced in HEIs. The reasons for resistance are also uncovered by considering the link between HEI cultures and resistance to change. HEIs are found to have particular cultures different to many organisations in the private sector and resistance to change in HEIs appears to stem from a number of sources, some of which are related to organisational culture, including: the Faculty members, a sense of territory, time issues, resource issues, a strong sense of tradition, leadership, communication, unions and individual autonomy.

The types of resistance to change in HEIs are considered within the context of documented case studies from the Higher Education sphere concerning HEIs undergoing significant transformation through mergers. It is found that the types are wide-ranging and vary from one HEI to another. It is concluded that there is a far greater likelihood of resistance due to certain aspects which are particular to the culture of HEIs. It is also found that although the reasons and types of resistance to change experienced by HEIs undergoing change through mergers are significant, HEIs have developed strategies to deal with this resistance. The final section of the paper presents a number of these strategies implemented by HEIs in an attempt to reduce potential resistance to change, involving areas such as leadership, communication and the timing of change processes.

Intercultural Education – Case Studies

Alina CRISAN,
(Tehnical University of Cluj Napoca, Cluj Napoca, Romania)
alina_n_crisan@yahoo.com &

Roxana ENACHE & Alina BREZOI
(Petroleum-Gas University Ploiesti, Ploiesti, Romania)
rocatare@yahoo.com & alina_brezoi@yahoo.com

Promoting intercultural education as an objective of the education policy is a part of the European dimension as a finality of education. Intercultural education can be seen as education of cultures in contact involving exchange of information and experiences so that the diversity and specificity of European cultures becomes the source of mutual enrichment and stimulation. Intercultural learning as complex social process is determined by correlating historical, geographical, religious, social, economic and political events in a certain context, it requires communication, exchange of information and experience, connections between different cultural patterns. Training and development of intercultural attitudes requires tolerance, negotiation of values, interpretation, juxtaposition, and their complementarities, flexibility, autonomy and dialogue. The large number of political, historical, cultural and economic consideration that are inherent in each system, hinder the development of a national model, but they are generalizing elements that can support the construction and use of state policy. Such a political system can be designed to recognize ethnic minority communities which respect their fundamental obligations, respecting the principles of international law, including state integrity, non-discrimination and human rights. Intercultural dialogue in the legislative approaches can help achieve the educational policy intercultural. The need of this article in the proposed theme is to determine suggestions for intercultural approaches.

Speech Etiquette in Teaching of foreign Languages

Ildiko CSAJBOK-TWEREFOU
(University of Ghana, Legon-Accra, Ghana)
ictwerefou@ug.edu.gh

While in the 19th century the main aim of learning a language was to be able to read, write and to understand written forms of a language, in the 20th and 21st centuries people are learning foreign languages for communication - to be able to speak and understand.

In the early stages of the teaching of any foreign language, teachers introduce speech etiquette of the studied language for better understanding and appreciation of aspects of the culture. This is partly due to the fact that most of the time language learning starts from "Hello" or "My name is…" etc., and also there are major differences between the studied and native languages that describe these languages and their speakers. The most difficult challenge that faces an instructor is the development of the socio-cultural competence in teaching a foreign language.

The learning of foreign languages at any level is characterized by the interplay of many factors such as mother tongue, culture, educational background, psychological factors, among others. This indicates that speech etiquette should be a part of any language teaching and learning process.

In the University of Ghana students have opportunity to study Russian language and literature. This paper discusses the challenges one faces in teaching Russian language in the University of Ghana.

Our analysis shows that irrespective of the fact that many Ghanaians speak in addition to their mother tongue one other Ghanaian language or/and the official language – English and some people also speak French, there is a major challenge in teaching Russian in Ghana as a foreign language. The paper argues that one reason that makes it difficult to teach Russian as a foreign language is the social and cultural differences and the wide geographical location of Ghana and Russia. Thus, multilingualism is a necessary but not sufficient condition for the effective learning of a language.

Relationship between Education
and the Labour Market in Hungary

Imola CSEHNÉ PAPP
(Szent István University, Gödöllő, Hungary)
papp.imola@gtk.szie.hu

In a modern society the educational system is inseparably connected with other social sub-systems, most of all to the labour market. However, education increasingly appears in national thinking as a social and economic-political tool. Revaluation of human labor force is a favorable procedure for the labour market too in a developed economy.

Unemployment exists in Hungary since the 90's, and now its value is over 10%. Unemployment effect more youngsters and beginners than the whole of population able to work. In developed countries this tendency is general. Experts say that the cause of high ratio of young unemployed is the inadequate educational system.

That is why employment policy makes efforts to harmonize trainings and employment. Key point in diminishing youngsters' unemployment rate is to make trainings better serve the demands of the labour market. It is a statistical fact that the level of qualification is in inverse proportion to the unemployment rate. Qualified young people have better chance to get a job.

Consequently, one way to diminish the rate of unemployment is to increase the qualification level of the labour force. According to national experience uneducated persons are more endangered. Among highly qualified the rate of unemployment is low comparing to their number.

On the other hand, young adults should stay behind desk for as long as possible, thus lengthening the period until entering the labour market. In order to delay entering the labour market education and trainings should be widened. According to actual education-policy, education in 12 classed-schools will become current within 10 years, and the ratio of those who attend universities from a certain age-group is continuously increasing. In line with the above, highlighted task are to modernize the structure of education and professional trainings, to adjust them to economical demands and to motivate structural change.

In my study I intend to discuss the role of education in economy and the relationship between education and the current state of Hungarian labour market. Education became one of the largest subsystem of modern societies in the past century. One of the most important endeavors of employment policy, according to Galasi, is to establish stronger harmony between training and employment. The key for the reduction of unemployment is that training should better serve labour market demands. We are astoundingly under informed about how a degree is exploited on the labour market, what is the expected time of the return of a certain qualification, and which degrees do not prevail without the return of investment.

Measuring Teachers' Multicultural Attitudes

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

By tools for intercultural and multicultural attitude-measurement two major trends can be distinguished: one approaches the topic by examining general personality characteristics of the respondents; the other surveys the respondents' relations to actual multicultural phenomena and environments, reflecting a constitutive interpretation of ever changing attitudes.

The presentation outlines the development of a multicultural attitude questionary belonging to the latter type, and the results of a pilot-study conducted in Hungarian schools teaching marginalized population (eg. migrant and ethnic students) in a relatively high number.

The survey constitutes of two parts: one part collects data about the teachers' previous multicultural experiences, their education and working environment, the other part is the questionary itself, containing 50 statements aimed to measure multicultural attitudes with a six-grade Likert-scale. The tool measures multicultural attitudes in two dimensions: on one hand it can survey the approach to diverse groups (defined by ethnicity, religion, gender, sexual orientation, poverty), on the other hand it measures the adaptation of these attitudes to different dimensions: the tool can distinguish if attitudes connected to certain groups differ between the cognitive, affective and the social action-taking levels.

For the present tool the Munroe (2006) attitude scale served as a basis, it was actualized and expanded, so it became sensitive to the present multicultural setup of the Hungarian society, and, more specifically to the position of teachers working in the Hungarian public education. To discover these areas several in depth interviews were conducted with teachers teaching diverse marginalized populations. As a result, questions aiming to explore teachers' relation to the gipsy and non-Hungarian speaking immigrant population, and questions regarding good- and ill-practices in schools were integrated. One fifth of the questions explores explicitly teachers' attitudes to education in multiethnic and multilingual settings.

The pilot study was conducted in schools located in ethnically extensively diverse environments. The analysis of the answers show significant differences in attitudes toward different ethnic groups, very rejective attitudes to topics related to sexuality, while generally positive attitudes concerning religions and poverty. In my presentation I will give a more detailed overview of the pilot study's results, including the effects of the background variables.

The results show a wide range of attitudes depending on the actual groups and dimensions, suggesting that multicultural attitudes are at least as dependent on the social and political context as on the personality features of the individuals.

The significance of Teachers as Growth-mindset Warm Demanders in General Education – Two Models from Overseas

Renáta Anna DEZSŐ
(University of Pécs, Pécs, Hungary)
derekrena@gmail.com

Institutions of general education are scenarios where social inequalities are present tangibly. Romany children are the least successful ones in Hungarian schools, due to their segregation and social handicap – still teacher education lacks courses focusing on the challenges of the Roma. Education of immigrant pupils has not been emphasized in teacher education in Hungary either although it is a challenge that teachers of today and tomorrow will have to face in the near future.

A way of finding relevant solutions is a search for teaching ideas concerning general education that work overseas regarding racial differences in the classroom. Two examples of best practice are those of Ron Clark and Erin Gruwell, whose work have been inspiring even for Hollywood.

Carol Dweck, a noted psychologist in the US, writes about people's mindset regarding what success looks like – beliefs about what it means to be smart. She says we adopt one of two mindsets fairly early in life. One of the mindsets she calls a fixed mindset. With that approach, we tend to believe that success comes from good genetics and good environment – so although teachers try to teach all students they do not believe they can really override weaker ability and poorer environments. The second mindset is what Dweck calls a fluid or growth mindset. People with that perspective believe that it is not genetics and environment that determines our success – but rather that success comes from effort.

Children who have difficult lives are generally functioning on a fixed mindset level. They believe things do not work for them – and they will not. These students believe they do not have what it takes to succeed in school, and beyond school. When kids with a fixed mindset have a prolonged encounter with teachers who have a growth mindset, it can make a huge difference in turning their world around.

One other research-based way of looking at Clark and Gruwell comes from work on why some classrooms/teachers in school work for students with difficult lives and why most classrooms do not. That research tells us that the kind of teacher who is successful with such students is what they call a warm-demander. Warm demanders are people who radiate to children a strong sense of caring about them and interest in their welfare but they also require productive behavior in the classroom. This combination provides the affection the children need within the structure they also need.

Both Gruwell and Clark are warm-demanders as well as educators with growth mindsets – teachers who are fairly rare in general education. By meeting the models of Gruwell and Clark student teachers experience creditable and useful examples in Hungary, too – and hopefully become influenced by those in their teaching practice in the long run.

Effect of Creative Drama Method in Science and Technology Course on the Attitudes of Primary School Fifth Grade Students towards the Course and on Their Achievements

Mustafa DOĞRU & Tuna GENÇOSMAN
(Akdeniz University, Antalya, Türkiye)
mustafadogru@akdeniz.edu.tr & tunagencosman@hotmail.com

The effect of using the creative drama method in science and technology course on the attitudes and achievements of students was investigated in this study. The research was carried out with 46 primary school fifth grade students. Of these students, 22 were female and 24 were male. The pre-test post-test design with a control group was used in the research. Of these students, 25 constituted the experimental group, while 21 constituted the control group. In the experimental group, the courses were lectured using the creative drama method. In the control group, however, the courses were lectured according to traditional instruction methods. With this purpose, the students in the experimental group were provided with a drama education before the application. In the study, science and technology course was applied in the unit of 'living things and life learning area, let's travel and learn the world of living things'. The unit was lectured in 28 course hours in both groups. "Science attitude scale" and "achievement test for science and technology course" that was developed by the researchers were used as measurement instruments. The attitude scale was applied to the students as pre-test and post-test. However, the achievement test was applied as a post-test. The Mann Whitney U-test was used for data analysis. A significant difference was found between the experimental and control groups in terms of the total scores obtained from the achievement and attitude tests. In addition, whether there was any difference between attitude and achievement in terms of gender was examined, and no difference in attitude and achievement was found.

Legislation of Education from European Perspective

Roxana ENACHE & Alina BREZOI &
(Petroleum-Gas University Ploiesti, Ploiesti, Romania)
rocatare@yahoo.com & alina_brezoi@yahoo.com

Alina CRISAN
(Tehnical University of Cluj Napoca, Cluj-Napoca, Romania)
alina_n_crisan@yahoo.com

The European dimension of education can be analyzed at many levels - legal, curriculum, teacher education, assessment and management. A first level of analysis is represented by the educational policies level that guidelines at national level even the priority axes of European dimension in Romanian education.

The legislative context provides background for the development of the European dimension in education. We proposed to consider the importance of legal forms highlighting educational characteristics of different European educational systems. We have also undertaken a comparative analysis between the two concepts specific of the topic, concept analysis of law reform and education.

Most models of legislative changes at European level impose in all the education systems across Europe. We have considered to be important in the legislative field the functions of educational law and school law classification. These legal issues should promote specific values of a democratic society. The Europeanisms of an educational system is not only represented by the law but also by the final results, curriculum and management.

However the present study promotes as a priority the harmonization of laws in education. National education policies should reflect these trends and specific guidelines of the European dimension.

The reforms are determined in most European education systems by European dimension priorities which are reflected first in the legal documents that introduce changes and innovations. Naturally as the first step in implementation of reforms is to develop and to promulgate legislative package to promote reform ideas.

Assessing Theory of Mind (ToM) of 4 to 6-Year-Old Turkish Children

Sule ERDEN & Ozkan OZGUN
(Cukurova University, Adana, Turkey)
oozgun@alum.syracuse.edu

Development and individual differences in theory of mind (ToM) of children have been rarely studied in non-Western cultural context. To determine possible sources of and impacts of socio-cultural context on false belief understanding (FBU) of children, this research analyzed responses of preschool aged children from an urban center in Turkey. The subjects were 44 typically developing 4 to 6-year-old male and female (23 girls and 21 boys) children. The theory of mind was measured using six different FBU tasks. These tasks included change in location task, appearance reality task, unexpected contents task, and three misleading picture tasks. Each task were administered to children individually and coded by two independent coders. Teachers and parents of the children were informed about the study and oral consents were obtained prior to administration of FBU tasks to participant children. Participants came from middle socio-economic status families in Adana, Turkey, and children's families did not differ significantly in education and monthly family income levels. All FBU tasks used in the study were translated into Turkish and then back translated by a fluent speaker in both languages to ensure that no drifts in meaning had occurred. In addition to FBU tasks, parents completed a demographic information form. Reliability was analyzed for inter-coder agreement and satisfactory reliability scores were obtained for each task. The preliminary results of this study indicated that child age, but not gender were related to FBU. This and other findings of the study were discussed in terms of socio-cultural and historical perspective. We suggest several implications of our research, while calling for future analyses using larger and more diverse samples of research studies.

Examination of University Students' Subjective Well-Being: A Crosscultural Comparison

Susran Erkan Eroğlu
(Selçuk University, Konya, Turkey)
seroglu@selcuk.edu.tr

Subjective well-being, which is defined as self evaluation of life in cognitive and affective way, has a great role as a indicator of life quality, achievement of subjective aims, handling of difficulties of life and having pleasure from life. One of the subjects taken into consideration in the studies about subjective well-being is how some specific features of life and personality contribute to subjective well-being of individual. The factors that affect subjective well-being are as follows: a) bio-social changes like gender and age, b) personality traits like self esteem and extroversion, c) social support variables like family and job satisfaction. On the other hand; personal traits, socio-demographic factors and environmental state factors are focused as effective factors of subjective well-being.

The aim of this research is to examine subjective well-being of university students in a comparative way. Research is survey method. The scope of the research is 240 students (120 foreign; 120 Turkish) who are in Selçuk University. Decision Making Styles Questionnaire, Subjective Well-Being Questionnaire and Personal Information Form were used. After analysis made it was seen that the subjective well-being levels of university students from different cultures differentiated at significant levels. Recommendations were made according to gained findings.

Implementation of Policy Objectives
in Vocational Education and Training

Éva FARKAS

(University of Szeged Juhász Gyula Teacher Training Faculty, Szeged, Hungary)
farkas.eva@freemail.hu

The economic and social significance of vocational training is more and more recognized by policy makers in Hungary. As a result, this has become one of the key areas in the policy of the Government, the aim of which is to develop a modern, effective system in vocational training, which also includes the elaboration of a flexible and differentiated system of qualifications, in order to meet the economic and social requirements in Hungary and Europe.

In harmony with the principles of the European Union and in order to create social prestige and labour market relevance for vocational education, the transformation of the structure and content of vocational training began in 2004 also in Hungary. The key concepts of the new vocational training structure are modularization and competence-based training. The modular system makes it possible to leave and enter vocational training continuously at various levels. The most innovative element of the vocational training transformation process is the identification of the competencies required for task performance. Today there is not any single educational institution in the world which would be capable of providing ready-made knowledge. This function shift gives added value to competences besides knowledge. A great step ahead in this area is the fact that it is a declared aim in vocational training today to develop qualification-specific competences, and this is now part of the examination requirements.

The transformation of vocational training system influences not only the content and the amount of knowledge to be transferred, but also necessitate a change in educational and training methods. The new system of VET system has not only led to new possibilities, but also represents new requirements for the process of education and training with changes in attitudes and a paradigm shift within the system and methods of education and the educators themselves.

The aim of the presentation to present the social-economic context of vocational training in Hungary, is to describe the basic principles of the ongoing vocational training reform and to show how flexibly the new system of vocational training has been able to adapt itself to the requirements of the labour market and to represent what measures will be taken in the further development of the vocational training system.

Improve Intrinsic Thinking with LOGO Programme Language

Károly FARKAS
(Óbuda University, Budapest, Hungary)
farkas.karoly@nik.uni-obuda.hu

The natural way of the expansion of thinking is well known thanks to the disquisition of Piaget, Vigotskij and some others.

This experiment line is continued by Seymour Papert, who is co-founder of the Artificial Intelligence and Media Laboratories at MIT, who is the greatest living educations theorist, is called by many experts. Papert and his group made the Logo language. The main characteristic of this language is the turtle geometry. The screen turtle is an object which we can move, we can give its rules, and it makes our algorithms. When we plan to movement of turtle, we use the sintonic learning. This term is borrowed by Papert from clinical psychology and can be contrasted to the dissociated learning. Turtle geometry is learnable because it is syntonic. And it is an aid to learn other things because it encourages the conscious, deliberate use of problem-solving and mathematical strategies.

When we make algorithms we are able to put ourselves into the place of the turtle. We are able to see the intrinsic properties of the curves which we construct. One major difference between turtle geometry and coordinate geometry rests on the notion of the intrinsic properties of geometry figures. An intrinsic property is one which depends only on the figure in question, not on the figure's relation to a frame of reference. Turtle geometry characteristically describes geometric objects in terms of procedures rather than in terms of equations. The procedural description used in turtle geometry is readily modified in many ways. This makes turtle geometry a fruitful arena for mathematical exploration.

In my presentation I shall show some examples how to solve problems the most of adult, and how can solve them the child using mother wit, using logo-thinking.

Detriment of Abilities – Towards Inclusion

Éva FEKETE SZABÓ & Júlia HORVÁTH
(International Pető András Institute of Conductive Education for the Motor Disabled and Conductor-Teacher Training College, Budapest, Hungary)
feketene.szabo.eva@peto.hu & horvath@peto.hu

In the childhood amongst the Cerebral Palsied clientele of Conductive Education disturbances and problems of communication and graphomotor abilitiesoccur on different levels int he form of minus symptoms.

There is a pressing need from the family, school, kindergarten environment for assessing the phenomenas, examining, comparing, and adapting „child taylored" developmental methods.

Preivious studies assessed the most characteristic of graphomotor and speech problems, and the possibilities of correction in conductive education (Working group 2005, Budapest 9).

The authors continues the specific survey, assessed the children in kindergarten and school groups: in 2005 with 160 children, in 2008 with 115 children and in 2010 with 120 children.

During the study, handedness and speech was measured in a very sensible time: before school and when he first of primary. Proportions concerning handedness correspond with data in the specialist literature i.e. in mainstream kindergarten the ratio of left-handed pupils is much lower. In the case of children with tetraparesis the issue of forced handedness arises here. It is supposed that symmetrical hand use and task series as well as not regarding the question 'one hand or both hands' as an alternative helps support getting the affected side involved.

Method of study: Observation, interview, tests (GMP and school maturity tests). Ont he basis of the findings and official opinion of the School Maturity examination Comitee and the survey made a group of trainees, in the kindergarten and school groups , a proposal is made concerning education tools and methods to achieve the real school maturity int he field of CE.

The survey has shown clearly, that we still have a lot to do in this area. We need to specific research about the speech and handedness, measuring and choosing the most appropriate developmental programme in order to prepare the school maturity IN TIME.

Using of Moderation Techniques to Develope the Entrepreneurial Skills in Health Education

Erika GARAJ
(Semmelweis University, Budapest, Hungary)
garajerika@yahoo.co.uk

Entrepreneurship as a field in higher education of health workers is relatively young discipline. While international interest in entrepreneurship education has grown with the recognition of practical approach, business schools and other universities in Hungary have recently launched new programs with new learning methods and experiential techniques in entrepreneurship. One of these teaching tools in classroom is the moderation. Moderation techniques can use in all kinds of professional group work in the fields of education, production, business, administration and politics. There are a lot of publications about using of moderation methods.

There are some key elements in entrepreneurship education such as understanding why entrepreneurs are important to the health care sector; preparing students for carrier success and increasing their capacity for future learning. Virtually every career in business involves some combination of knowledge and people skills, but few involve the integration and combination of all functional knowledge and skills to the extent that entrepreneurial activity does. Moderation techniques can develop and practice a variety of entrepreneurial skills that may make students aware of their potential as successful entrepreneurs in health sector.

With the moderation you may get the following results in classroom and team work: meetings and working sessions develop more efficiently, students achieve a higher degree of co-operation, the problem-solving power of working groups is systematically heightened and the participants' motivation, creativity and contentment with their work is increased. Topics of the moderation may be coverage of most following major areas: business environment, charasterictics of successful entrepreneurs and managers among many others, various business situations, business plan and any business problem.

The following aspects are essential in the moderation of team work: group dynamics and participants' responsibility, role and tasks of the moderator, techniques of visualisation, standard techniques for routine work in groups, for intensively processing single issues or problems see, auxiliary techniques of problem processing.

The typical steps in moderation method: (1) opening, (2) collect issues/subjects, (3) select issues/subjects, (4) work on the issue and find a way to solve the problem, (5) plan action/determine the follow-ups and (6) closing.

This lecture illustrates some aspects of moderation techniques with a study case and some photos the role of the moderation method in teaching entrepreneurship issues.

Theory and Practice in Oral Health Education of Child in Arad

Liviu GAVRILA-ARDELEAN
(University "Vasile Goldis" of Arad, Arad, Romania)
liviugav@yahoo.com

It is well known today that dental therapy can not solve all dental problems because the amounts to be invested in this goal are not available in any country in the world, however rich it may be. In this regard, a study in the U.S. in 1962 led to the conclusion that for dental terapy would have required huge amount of $ 15 billion. The only movement that concerns to the field of prevention can decrease morbidity, already proven in some civilized countries, such as the northern ones.

In the case of countries with mediocre economic standard and high morbidity, the stated above are more valid Romania is the case.

Theory and Practice in Education for Heart Health in Arad

Mihaela GAVRILA-ARDELEAN
(University "Aurel Vlaicu" of Arad, Arad, Romania)
miha.gavrila@yahoo.com

In the beginning of the XXI century, the cardiovascular diseases represent a major issue regarding public health in the West of Romania.This study demonstrated as the acute myocardial infarction, AMI mortality has been reduced in the last few years on: better education of the population in terms of addressability in cardiovascular emergencies (awareness of symptoms and time of "golden time", addressability to health services, providing technical resources, economic and human resources specialist.

It is estimated that in the XXI century, coronary diseases will surpass contagious diseases, and will be the main cause for morbidity and specific mortality. Cardiovascular diseases represent a major issue regarding public health in Romania.

The standard mortality rate due to cardiovascular diseases, in the West of Romania, was in a ratio of 2 to 1 compared to Europe, situation that has been influenced by 2 causes. On the one hand, there is the different incidence of atherosclerosis and, on the other hand, there is the efficiency of the treatment in the actual stage of cardiovascular diseases, especially in the stage of acute myocardial infarction (AMI), correlated with the medical education of the population. The acute AMI mortality has been reduced in the last few years on: better education of the population in terms of addressability in cardiovascular emergencies (awareness of symptoms and time of "golden time"), addressability to health services - providing technical resources, economic and human resources specialist.

This paper intends to analyzed and to achieve a forecast, until 2013 of: the population, the specific mortality and the number of the lost years as a consequence of cardiovascular pathology, in order to improve the management of health services in AMI, the identification of the sanitary education level and the patients who show great factors of cardiovascular risk, the logistics of ambulance assistance on case of coronary emergencies (acute myocardial infarction with an over variation of the ST segment, the introduction of the possibility of prehospital thrombolysis/of the percutaneous coronary intervention), for an efficient prophylaxis and therapy, reducing the specific indicators of AMI mortality and the social-professional reinstatement of the patient.

Taking into account these observations, I have started a wide evaluative research of: mobidity and specific mortality from acute coronary disease, acute myocardial infarction in those Arad county and correlation with the number of lives saved by a prospective assessment for the next years, if is improve the education of patients that geographic area in order adresabilității and increase accessibility to specialized health services, and improve the management of health services in AMI, in Arad.

The methods of research used for the epidemiological diseases, which are not contagious for the population study, have set up a relation between the operative of the primary intervention – the thrombolytic therapy, mortality – the success rate. The quantitative and qualitative data have been used as statistical units. Due to the fact that in the research of morbidity there is always difference between the evident, subjective, diagnosed, declared, recorded, known examination and the real level of the affection of the population, I have chosen to refer to the medium error calculation (the standard error), the application of the statistical significance tests and the establishment of the trust level, when it came to discuss the results.

Examination of Non-verbal Communication Style
at Handball Coaches' Working with Elite Handball Teams

Dóra GöRöGH
(Semmelweis University, Budapest, Hungary)
goroghdora@yahoo.com

In the World of handball coaches one may find many different styles, characteristics and temperament. However they are might not similar to each other, they reach remarkable results.

The question arises: What is the effect that can be seen on the results while coaches are 'using' different communication skills? My theme was inspired by the fact that we have few information on practical efficiency of handball trainers while 'using' different non-verbal communications styles.

Using non-verbal communication is most of the time not self-conscious, therefore it affects three or four times more significantly our communication than the verbal one. It is because of the fact that non-verbal communication remains deeper in the listener as 55% non-verbal of our communication is non-verbal whilst 38% is vocal and only 7% is verbal. The majority of non-verbal communications is instinct, but learnable.

I suppose, at the first place, that handball trainers working with women and men teams use different communication skills. At the second place, I think that the complex communication styles of coaches determine the moral of the team and the performance. My last supposition is that coaches' view fast communication facility as the most important advantage of the communication.

During my examination I used the questionnaire method, which was completed by 45 handball trainers who work with elite female and male handball teams. The results were processed with Linkert's attitude scale and Kruskal-Wallis Annova statistical method, and demonstrated with diagrams and tables.

The results show that the talking style is the most important communication skill for the trainers' efficiency and credibility both in women and men handball teams, there are no significant differences. The complex communication styles of the coaches have an effect on players, therefore it have an effect on the entire teams' moral and performance. The non-verbal communication helps and speeds up the understanding between the coach and the players however there are no significant differences between the advantages of non-verbal communication.

My results represent the right image of strategy and efficiency of non-verbal communication at specialists working with elite players. With my paper, I am committed to help for coaches working with female and male handball teams to perform more successful in their job.

Examination of Relationship between High School Students' Obedience Behaviors and their Psychological Needs

Habib HAMURCU
(Arif Molu Anatolian High School, Kocasinan-Kayseri, Turkey)
habibhamurcu@hotmail.com

Obedience behaviour is defined as personality characteristics cluster including not making others upset, to please the others, having tendency to be philanthropic, over giving, not to be able say no, having tendency to say yes, having difficulties describing repelling situations, approving and not defending rights. Environment is the most important factor in formation of obedience behaviour features. There are different approaches in the subject of formation of obedience behaviours which are related to environmental factors. Some of them suggest that family environment during childhood is determinant whereas; some of them suggest that individual's social environment and their perceptions about this are determinant for obedience behaviours. Another factor for formation of obedience behaviours is needs. Necessity of fulfilling physiologic and psychological needs constitutes of fundamentals of individual's behaviours. The relationship between high school students' features of obedience behaviours and their psychological needs (relationships, competence and autonomy) were examined in this survey method study.

The scope of the study is constituted of 235 students (54% male; 46% female) who were enrolled in several high schools and they were chosen randomly.

Obedience behaviours of the students were measured by "obedience behaviour questionnaire and their psychological needs (relationship sub-scale, competence sub-scale and autonomy sub-scale) were measured by "basic psychological needs questionnaire". The findings showed that there is a significant relationship between basic psychological needs (relationship sub-scale, competence sub-scale and autonomy sub-scale) and obedience behaviours. The results of this study were discussed in the frame of related literature and recommendations were made for future studies.

Vocabulary Learning Strategy Use of English-specialised Primary-teacher Trainees

Judit HARDI
(Kecskemét College, Kecskemét, Hungary)
hardi.judit@tfk.kefo.hu

Language learning strategy use gets more and more emphasis in second-language acquisition nowadays, since it is considered to be one of the essential components of successful language learning. Research on language learning strategy use has revealed that learners tend to employ learning strategies in vocabulary learning more than in any other language learning activities. Also, general language learning strategies may be used in vocabulary learning. This might be the reason why a satisfactory typology of vocabulary learning strategies has not yet worked out by researchers of the field. The research presented here is based on Oxford's (1990) classification of language learning strategies. For data collection an open-ended questionnaire was used. The questions refer to vocabulary learning strategies and the responses are analysed and discussed by the six subcategories of language learning strategies. Respondents mentioned only some of the elements of the classification of language learning strategies, so it can be seen that the use of vocabulary learning strategies does not completely employ the taxonomy of language learning strategies.

Would-be English primary teachers' vocabulary learning strategy use is an important issue, since they may soon be responsible for conveying learning strategies to their language learners. The quantitative results, unfortunately, demonstrate a noticeably low level of vocabulary learning strategy use. Low strategy use stands especially for social and affective strategies. That is why affective strategy use is confirmed by a qualitative analysis. The lexical processing strategy use of teacher-trainees is also discussed separately, because it can directly lead to vocabulary acquisition. Comparing the results of full-time and correspondent students' vocabulary learning strategies shows no significant differences.

The Role of the Portfolio in the Musical Training of Future Preschool Teachers

Zsuzsanna HEGEDŰSNÉ TÓTH
(Eötvös Loránd University, Budapest, Hungary)
toth.zsuzsanna@tok.elte.hu

Concerning the further development of kindergarten teacher training, first we should identify the objectives of the training and the benchmarks of successful training. (Jávorné, 2004) It is of great importance how much professional knowledge and dedication the graduates have when they leave the college. The current trends of training students include the preparation for independent creative activity, and the close connection of theory and practice is an indispensible methodological requirement. The success of the education process mainly depends on the development of practical knowledge.

In the field of kindergarten teacher training it is useful to apply methods which help students to identify and analyse practical problems, and thus become active participants in the process of their own personal and professional development. (Szivák, 2003) Students' analysing and assessing competencies should be developed so that they can follow, interpret and analyse the structures, logics and characteristics of the activities which they observe or implement during their studies, and express their didactic objectives in a precise and professional way. During the autumn term of the 2009/2010 academic year, we supported the training of 38 second-year students with the use of portfolios with the objective to contribute to the more intensive development of the competencies which are necessary for their careers, the organisation of the practical knowledge and the application of their theoretical knowledge. In my paper I aim to introduce the portfolio method in the field of methodology of music, the functions of the documents included in the portfolio as well as students' reflections to the method.

The successfulness of the use of the portfolio method can be observed in several areas: the development of competencies; more appropriate use of academic terminology; the development of students' self-assessment; and the identification of ways of the individuals' further development. Furthermore, in the areas of the development of students' pedagogical competencies: the formulation of a more realistic career plans; internalizing the practical implications of planning, methods and assessment; as well as developing certain elements of reflective and analytical thinking.

A Quantitative and Qualitative Examination of Media Literacy of Pupils in the 14-18 Age Group

Csilla Herzog
(Eszterházy Károly College, Eger, Hungary)
herzogcs@t-online.hu

Gabriella Zentai
(Békés County Knowledge Centre and Library, Békéscsaba, Hungary)
zentai@bmk.hu

Since the emergence of television social scientists and the public as well have paid an ever-increasing attention to the general and social impact of various types of media. (László, 2005). Traditional examples of mass media including newspapers, radio, and television, have been augmented by the computer, the internet, and the mobile telephone. Consequently, the integration of knowledge and information into everyday family and school life along with that of contemporary general culture provides ample justification for launching a descriptive analysis of the media literacy of teenagers.

The principal sample (N=2954) composed of two sub-samples facilitates the exploration of the media literacy of the 14-18 age group. The first sub-sample (N=1961), included students who studied Motion Picture Culture and Media Studies, while the other sample (N=995) is comprised of pupils not taking part in such instruction. Our primary focus was placed on the extent of the contribution of elementary and secondary school media instruction to general everyday media literacy formed by the interaction of a wide variety of socialization factors.

The research project completed in 2009 utilized the following quantitative measuring instruments: a survey method required for the evaluation of background variables, and a self-generated paper-based questionnaire probing the knowledge, aptitudes, skills, and capabilities relevant to the Motion Picture Culture and Media Science subject introduced in Hungary in the 2003/2004 academic year. After performing preliminary tests assessing such National Core Curriculum –warranted aptitudes as communication, interpretation, tolerance, self-knowledge and self-esteem during the 2007/2008 academic year researchers realised that in addition to traditional questionnaires other measurement and evaluation approaches should be used as well.

Consequently, we attempted to employ additional qualitative procedures facilitating a more refined look at the results of the large sample questionnaire along with providing a more exact explanation of the obtained results. The research project utilized the following assessment and measurement methods: interviewing instructors (N=111) of the Motion Picture Culture and Media Studies subject, a full recording (N=105) of the class room processes of Motion Picture Culture and Media Studies lessons, a narrative analysis (N=60) of media texts produced by teenagers, along with focus group observations (8 groups including 107 pupils altogether).

The aim of the present lecture is the introduction of the most important results of our media literacy research project.

Work Motivation According to the Empiric Examination of the Staff of Customs and Finance Guard and the Trainers of Secondary School of Security Forces

Péter HIDVÉGI
(Eszterházy Károly College, Eger, Hungary)
hidvegipeter@freemail.hu

It is a generally recognized fact that the internal staff incentive / motivation-motive / or the external stimulating / motivating / production is a key factor. It determines how much energy the workers put to the work and for how long and under what circumstances does not damp the effort. For the companies it is an important issue, how to increase the level of staff motivation, how to get the work more efficient, higher performance, while in the concern of the individuals satisfaction, and their own goals are important.

The aim of my research is to explore the stress level of education of Customs and Excise, job motivation, work climate, commitment to the organisation and the possibility of advance on a national level.

Questionnaire study was conducted in spring 2009. The 900 questionnaires sent out, 763 were returned, but only 715 held appreciable.

The distribution of the 715 participant of examination:
1. 481 Customs and finance people who have served more than one year;
2. 122 Customs and finance people, who have been less than a year ago with the Customs and Excise file;
3. 99 in school of security forces and 13 persons as teachers is the School of Tariffs and finance.

Methods: A questionnaire survey method, closed questions were used. Demographic data (9 items); Siegrist stress questionnaire and personal life stress (28 items) Motivation (6 items) Work Atmosphere (9 items), job satisfaction (8 items); organizational commitment and advancement option (10 items). The second part of the empirical research is an interview (N=75).

Results: I have four part questionnaires, which items' can be summarized and so thus reliability indicator can be calculated. Their reliabilities showed Cronbach Alpha between values of 0,649 - 0,87.

In my present lecture I show the work motivation of teachers of the Customs and Finance School and the Security Forces Secondary School.

Based on the results my hypothesis was only partly confirmed in that the motivation 3 groups examined will be reduced in direct proportion to number of years worked. According to the summarized values of questionnaires we can say that the motivation levels of only the teachers of Customs and Finance School and the Customs and Finance Guard people worked less than 1 year are is different (p = 0.001).

The Customs and Finance Guard employees are unmotivated if they feel there is no career option. Each of the two target case I found that staff more motivated, if they feel that there is a prospect of career development (p = 0.000).

By the results got, I would like to develop a health promotion plan for the Customs and Finance officers with the existing health promotion policies taken into account.

Piloting the Concurrent Use of Think-aloud Protocol and the Hungarian Language Aptitude Test: Schooling and Age Effects on the Way Participants do the Aptitude Test

Gabriella HILD
(University of Pécs, Pécs, Hungary)
gabohild@hotmail.com

Foreign language learners differ dramatically in their rates of acquisition and ultimate attainment. Nevertheless, only few experiments have attempted to specify and understand the sources that contribute to these differences. In the present case study I tried to remedy this lack of interest in individual differences in the field of SLA. The focus of my investigation was the Hungarian Language Aptitude Test (MENYÉT), which measures one of the cognitive variables in foreign language acquisition.

Foreign language learning aptitude was defined by John Carroll as "some characteristic of an individual which controls, at a given point of time, the rate of progress that he will make subsequently in learning a foreign language". It is considered to be independent of intelligence and fairly stable. However, some experts claim that there is not enough evidence to prove its stability.

Through factor analytic studies Carroll identified four components that were then considered the most relevant abilities constituting foreign language learning aptitude. These are (1) phonetic coding ability, (2) grammatical sensitivity, (3) inductive language learning ability, and (4) rote learning ability. Based on this model Carroll and Sapon (1959) developed the Modern Language Aptitude Test (MLAT).

The developer of MENYÉT, *István Ottó*, relied on Carroll's four component model of aptitude. Consequently, the test consists of four subtests: (1) Hidden Sounds, (2) Language Analysis, (3) Words in Sentences and (4) Vocabulary Learning. In my case study I focused on the second subtest of MENYÉT, the Language analysis component. This subtest measures the inductive language learning ability. It requires the students to choose the correct artificial language translation of Hungarian sentences from four alternatives, using a group of sample sentences and words written in this language and their Hungarian equivalents.

One of the objectives of the present case study was to pilot whether participants were able to solve the Language Analysis component of MENYÉT and concurrently verbalize their thoughts, i.e. think aloud, without prior training irrespective of their age and educational background. In order to shed more light on what processes take place in the learner' s mind while doing an aptitude test I examined what kind of strategies the participants used to come up with an answer. I also aimed to find out what schooling- and age-related differences could be observed in the way they carried out the task. The participants of the case study were four of my private EFL students, whom I chose on the basis of their age and educational background. The results showed that the student with the shortest schooling period was definitely in need of prior training in thinking aloud. As for the way the participants solved the test items no differences could be observed.

The Possibilities and Practise of Childprotection and Family Care on the Secondary Socializing Stage

Andrea Homoki
(Szent István University, Gyula, Hungary)
andi.homoki@gmail.com

In my presentation titeled – The possibilities and practise of childprotection and family care on the secondary socializing stage – I reveal the characteristics of the child protectional work of the pedagogues who work in pedagogical and educational intitutions.

In the integrated lower grade public educational institutions of a small town of the great Plain during the representation of the results of the empirical research in the circle of the pedagogues who work as officials responsible for childprotection – the defining elements of the sturcture of the teachers' co-orperation who work with disadvantaged children sketch.

The research which is carried on with kinder-garten teachers and teachers by focus group interviews reveals:

- the social, economical, sociocultural status of the official responsible for childprotection and reflects on the professional difficulties, social responsibility of the helping pedagogues
- the actual deficiency of the scholar childprotection, child care methodology
- the children and their families' disadvantages, determining social factors of the background that are in the official's scope
- the characteristics of the socializing process of the adolescents and small children living in supply of child-welfare adapting to the society, keeping the rules, co-operational abilitiy, study progress.

During the writing up in a qualitative way the cases that end with success and failure make possible the senseling of the responsibility of the helping work based on multidisciplinar, inter-professional co-orporation, the possibilities of the professional help sketch in kindergarten, school as an appearing phenomenon during the treatment of the social problems.

E-learning System of Health Education for a Diverse Workforce in the United States

Oisaeng HONG
(University of California, San Francisco, U.S.A.)
oisaeng.hong@ucsf.edu

E-learning using information technology holds great promise for providing cost-effective health education to large groups of workers. It is potentially useful for tailoring specific aspects of a health education program aimed at behavioral change based on an individual's health status, knowledge, beliefs, and attitudes that are most in need of alteration. Such personalization addresses one of the major tenets associated with adult learners. The e-learning approach can also effectively utilize computer and multimedia by making programs more attractive to and interactive with the user.

Our research team has been developing and implementing e-learning health education programs for workers with diverse work, cultural and linguistic backgrounds, specifically, to prevent hearing loss by promoting the use of hearing protection devices. Our targeted population has been noise exposed workforces, such as firefighters and workers in manufacturing and construction.

The team applied Pender's Health Promotion Model to determine significant predictors of use of hearing protection and to design effective health education programs to promote use of hearing protection, thus to prevent hearing loss. Several educational strategies such as tailoring to an individual's work culture, ethnic background, language, perceptions, and attitudes will be illustrated through case examples. In consideration of the fact that few construction workers use computers in everyday life, a keypad (like a telephone key pad), the simplest possible hardware for user interfacing was used. Considering firefighters' characteristics of work such as interruptions due to emergency calls, a web-based computer application was chosen for ease of availability and autonomous application.

Evaluation data from the three completed projects demonstrated advantages of the e-learning: the content of the training is tailored to bypass information not reflective of users' individual needs; immediate positive feedback to promote learning and retention; shortened participant time requirement and commitment to the program; interactive tools, video, sound, and graphics to help increase user attention; an electronic database of detailed information from the program, including questionnaire responses, that is easily generated and maintained via computer; and choice of language (Spanish/English).

Based on the findings from the completed studies, recommendations and implications for future e-learning health education for the global workforce will be addressed.

Education through History Schoolbooks

Shyqyri Hysi
("Eqrem Çabej" University of Gjirokastra, Gjirokastra, Albania)
shbhysi@yahoo.com

This paper focuses on some conceptual and methodological structural problems with the compilation of the Albanian history.

During the changes of Balkan history, Albanians compared to other Balkan people have witnessed a historical delay in the process of: national development and consolidation, the mother tongue and the state formation. This delay has influenced the birth, development and consolidation of the national education, the written media and creation of a stratum of intellectuals in Albania. The above mentioned factors have had a direct influence on the moulding of the national awareness, even through historic publications. History is a consolidated and useful science in the education of the generations, especially for learners and students. The history teachers and textbooks are the transmitters of the historical messages, facts, data, factors and events.

Apart from the academic and educational texts of Albanian history, there are also texts of the history of Balkan and European countries which are taught in all educational levels and found in different libraries and bookshops. By the second half of the XIX–th century, the publication of the historic materials has followed two directions:

a) Individual publications by Albanian and foreign albanologists.

b) Publications by the Albanian state institutions as: The Institute of History, Albanian Universities, Albanian Academy, Academy of Kosovo. These publications have been characterized by:

- objective presentation based on the historic documents of periods, epochs, stages and crucial moments of Albanian history.
- hyperbolic or national shading of history although to a small degree.
- tendency to be guided by the political leadership and in some cases the politicization of History
- tendency to deny moments of Albanian history or cases when they have been adopted by other countries.
- destroying the myth of particular historic elements of Albanian history and neighboring countries.

The Albanian stratum of intellectuals of the recent years tends to: direct the history towards the spirit of coexistence and harmony between people, combine the ethno-cultural values, remove or not the myths, national rigid concepts, hyper nationalist ideas from the educational school texts. Albanian intellectuals, teachers, pedagogues and other scholars work on the basis of ecumenism presented by Mother Tereza. They also compile the texts according to integrating concepts and a peaceful neighboring coexistence.

Re-Founding of Pedagogy and Its Status among Educational Sciences

Anton ILICA
("Aurel Vlaicu" University, Arad, România)
ilica_anton@yahoo.com

"Pedagogy" as a science has barely managed to break away from "Psychology" and "Sociology" and it needs a new foundation. The authority of pedagogical science, as theory of education, has been usurped by teachers themselves, who have expanded its preoccupations rather uncontrollably for coherent conceptualization, so that pedagogy has been forced to borrow terminologies, semantic structures, ideas from other domain of knowledge. The author argues that it is necessary to intensify the conceptualization of Pedagogy as a theoretical science of formal education, which includes the process of education (didactic), organization of learning, (theory of learning), structuring of assessment, and also the curricular configuration of personality development. This is a study with personal opinion, in which we reproach European pedagogues the paradigmatic and terminological concession made to their American colleagues, accepting to waste away a science- that took shape alongside of an aggregate of complementary sciences (pedagogical sciences) - within the phrase "science of education".

The Ethics of the Teacher an Important Factor in the Relationship Teacher-learner

Merita ISARAJ
("Eqrem Çabej" University of Gjirokastra, Gjirokastra, Albania)
meritahysaj@yahoo.com

This article is focused on the importance of two essential components of teaching: professionalism and ethics. Both components are strongly linked as the professional qualification and the ethical behavior of the teacher enable the successful realization of the teaching process. The teacher's ethics involves some specific features and it is at the center of all other human fields, through emotive participation during the learners molding and the rational organization of the teaching process for a better knowledge acquisition. In the professional work, the teacher builds up relationships with his partners: learners, colleagues, school directors, parents and representatives of the community.

During the learning and teaching process the relationship teacher-learner becomes difficult due to the teaching process itself. Anyway, the teacher should use methods in order to minimize the obstacles, which in a way are a means of revealing the moral pedagogical expression. The core of the matter is the maintenance of the inner balance in the relationship teacher-learner. It is necessary to harmonize the official and human aspect in the attitude towards the learners.

This article will give instructions and guidelines concerning issues like: the personality of learners, the ability of the teacher to control his own manners towards his learners, colleagues and community.

The relationship teacher – society and community is many-sided and it gives a greater importance to the work of the teacher. This activity has both pedagogical and social effects in all its components, and as a result the teacher enters in a relationship with the society. This adds to the value of the teacher's profession.

The main aim of the education is the educating and shaping an individual of a strong personality, learned, also full of practical skills and moral values. This determines the consistency between the aims and intentions of the pedagogical and social aspect.

Living in a multicultural society, in a reality that is continuously changing due to migration and integration processes, requires a different and suitable multicultural pedagogy which will cope with different cultural dimensions. Thus the teaching process faces a lot of complex situations which impose on the teacher to seek and find solutions for the conflicts he has come across during the teaching process. So the teacher should display a discreet behavior which regulates the pedagogical process from the moral point of view i.e balances the human relationship level.

The transition from norm to practical application requires creation, quick analysis of the situation, independent choice as well as a risk. We are mostly concentrated on the transmission of these theoretical norms into a practical behavior which is a real ethical relationship.

Apprenticeship Training in Turkey

Abdullah IŞIKLAR

(Erciyes University, Melikgazi-Kayseri, Turkey)
abdullah4238@erciyes.edu.tr

Technology requires training quality human resources and this situation requires life long learning in order to determine countries' development levels. And some jobs are extinct now. Besides, almost all jobs transformed into different contents. For that reason, individuals should be donated by contemporary information and skills in order to pursue needed developments. Because today's business life needs qualified labor power which can access directly to production processes. Vocational and technical education in Turkey has vital importance and is considered in parallel with the target of economy. Vocational and technical education system was founded according to industrial policies of the state. Apprenticeship was ignored and left out of Turkish Education System. In Turkey there are some factors which inhibit the function of vocational and technical education. Namely, the parental and personal views are negative towards apprenticeship education. The most important task of the psychological counselors is to fix these misbelieves towards apprenticeship education. Misbelieves can be fixed especially in elementary school years, because these years are critical in children's personality development.

The aim of this research is to determine 8th grade elementary students' negative views towards apprenticeship education. This research was carried out with 373 elementary school students and survey method was used. The sample of the research consisted of students having lower or middle socio-economic levels. The students were firstly asked to give an answer the question "Do you want to enroll apprenticeship education?" and 82,5% of the students said "NO". The reasons for not attending apprenticeship training are "the drop-outs enroll apprenticeship education" with 84,2%, "low salaries" with 72,1%, "bad behaviors towards apprentices" with 70%, " The level of the diploma is low " with 69,1%, "Not being a sophisticated individual with 62,5% and "Not living my childhood and adolescence in a good way with 60%.

Observing Classroom Participation of a Student with a Cochlear Implant in Mainstream Settings

Zora JACHOVA & Aleksandra KAROVSKA
(University Ss. Cyril and Methodius, Skopje, Republic of Macedonia)
zorajacova@hotmail.com & karo2604@yahoo.com

Introduction. A cochlear implant is a small, complex electronic device that can help to provide a sense of sound to a person who is profoundly deaf or severely hard-of-hearing. Cochlear implantation may open the door to educational choices that parents may not have previously considered making. Children with CI can be educated in mainstream settings. We conducted a single case study investigating the qualitative aspects of the inclusion process of a child with a cochlear implant in a mainstream school in Republic of Macedonia. Our intention was to give a description of the life and events in the inclusive classroom and to determine the social implications of the disability.

Methodology. The research problem is *development of new knowledge, competencies and work strategies with the child with a cochlear implant within mainstream settings*. We used a parallel model of combination of the qualitative and quantitative approach. We decided to conduct a *participative action research* which has the goal to motivate the individuals and groups to improve their lives and to contribute for a social change on some level-school, community or society. We used the *technique* of participative observation and three research *instruments*: a check list for observation of the participation of the child with a cochlear implant within the inclusive classroom; semi structured interviews and video indicators. In this paper we will present the results from our longitudinal study which was conducted in the period from 2006 to 2009. We gained this data with the use of the check list during the 5 realized video shots.

Research questions:
1. What is the student's general response to environmental sounds and to speech?
2. Can the student follow directions from the teacher?
3. What is the student's typical behavior when the content is not understood?
4. What are the student's typical receptive and expressive interactions with peers?

Conclusions. During the analyses we decided to make an extensive verification with the use of triangulation.
1. In the first shot the respondent responded to some sounds in 45% of the cases. During the last shot he appeared to recognize familiar sounds in 54% of the cases.
2. In the first shot the respondent followed directions with help in 60% of the cases but in the last shot he independently followed directions in 100% of the cases.
3. In the first shot the student looked to another student for help in 50% of the cases. In the fifth shot he asked assistance from the teacher in 31% of the cases and indicated specifically which content is not understood in 15% of the cases.
4. In the last shot the student initiates appropriate expressive interactions in 92% of the cases and when approached responds appropriately in 100% of the cases.

Effects of Interactive Educational Communication

Bisera JEVTIC
(University of Niš, Niš, Serbia)
bisera@vaspks.edu.rs

Society is composed of individuals, and the ability of individuals to adopt and provide quality knowledge, information exchange-interaction, separation bit of unimportant, information processing and communication devices, the inexhaustible resource, which is based on the future of civilization. For the assessment of communication in the educational process, we can say the process of creating meaning between two or more persons. Communication is at the root of personal characteristics-curiosity, initiative, empathy, emotional stability ... all it is a precondition of forming a comprehensive, independent, creative personality that life is spent in rich social contacts. Aim our research is related to the determined role of pedagogues in creating interaction and communication in the school. The results are defined aspects of interaction, the communication, the properties of pedagogues as creators, the establishment of partnership relations, activities and methods that lead to interaction and communication-strengthening the self, the active participation.

Our research, except akcent effects of interactive educational communication, implement certain indicators that in a further, more comprehensive survey can be verified.

A Study of the Problem Solving Strategies of University Students

Andrea J. KLÉR & Ildikó BUDAVÁRI-TAKÁCS
(Szent István University, Gödöllő, Hungary)
hpartner@t-online.hu & budavari-takacs@freemail.hu

Nowadays because of the efficiency of decision-making processes, the inner workings of organizations, and the increasing expectations towards employee's efficiency and competency organizations that are impacted heavily by globalizations and other social challenges require the availability of onboard organizational counsellors and various forms of counselling activity.

Counsellors appear within the life of an organization as solution seeking, problem- and change managing experts who are able to integrate and effectively utilize previously learned psychological, adult-educational, economic, legal and labour-market knowledge.

Recognizing and accepting this real social demand the Human resource counsellor master course was launched within the framework of the Bologna process in the Economics and Social Sciences Faculty of Szent István University, which provides a ground for the education of future organizational counsellors.

Since counselling work is a highly knowledge intensive and interactive process heavily dependent on the personality traits, role interpretation of the practitioner, and can also be an innovative force within the organization, all the above factors should be considered in the development of the curriculum.

In our presentation we will detail the problem solving strategies of students undertaking the Human resource counsellor course, the socio-demographical and psychological factors behind the various student profiles, and the impact of these on the development of study material and the teacher's work.

Optimization of Intercultural Communication in the School Through ill-Structured Problem-Solving

Nadezhda KALOYANOVA
(Prof. d-r Assen Zlatarov University, Burgas, Bulgaria)
kaloyanowa_n@yahoo.com

Interculture is a phenomenon of modern society. As a philosophical concept, interculture set the standards of a society, where diversity is a privilege isn't a disadvantage. Because of its multifaceted manifestations in the society, interculture receives significant impact on education. The term "interculture" embody the ideas of operative aculturation, interactivity and interdependence of the cultures in conditions of static educational situation. Intercultural communication (in the discourse of some authors defined the term "intercultural interaction") appears in teaching constructs such as contexts. More expanded definition of culture in terms of education is highlighted its determination as "mental programming". According this understanding, the person is the bearer of original "mental programs" which on the one side are shaped by the collective programming (culture), but on the other - are results of experience. The didactic implications of this thesis relate to differential aspects of contemporary education, where intercultural communication is an instrument of cultural relativism in the education. Not without reason is, claimed that both in society and in school, the cultural relativism is a theoretical framework rather than actual practice. This article suggest an idea for improving the intercultural interaction in school by implementing a model for group solving ill-structured problems. Ill-structured problem (sometimes called an "ill-defined" problem or a "messy" problem) doesn't yield a particular, certain answer. Ill-structured problems mirror real world problems where data are conflicting or inclusive, where disputants disagree about appropriate assumptions or theories, or where values are in conflict. Disputants may propose different solutions to the problem, each with particular strengths and weaknesses. In approaching an ill-structured problem, the thinker must attend to alternative points of view and create arguments justifying the proposed solution. It's ground the thesis that looking for specific problems in the frames of the problem situation is an important step prior the possible solutions. It is argued, that ill-structured problems are a right instrument for searching and finding solutions in contexts, that have cultural dimensions. The model is based on an understanding of the general in human nature and relative of different levels of mental programming of every single person. In the model, group problem solving is the exchange of ideas and values, and diversity is a way to find and formulate problems and creative approach to solving them.

A General Overview of Preschool Education Programs Implemented in Turkey

Adalet Kandir
(Gazi University, Beşevler-Ankara, Turkey)
akandir@gmail.com

Preschool period is the most vital period in the origination and shaping of personality, gaining and development of basic knowledge, skills and habits. The education in such period, in which the child has a high potential of learning, is a significant process, affecting the future life of the child. Researches show us that a considerable part of the behavior adopted in this period shapes the personality structure, behavior, habits, beliefs and value judgment of individual in the adulthood period. In this view, preschool education institutions which provide qualified education services are carrying out a vital task. Children growing up in physical and social environments with proper conditions show a much more rapid and successful development. Education programs are varied and shaped according to the age and level of development of children, properties of the environment of children and the necessities of child and society. Education programs utilized need to be revised in the direction of scientific and technological developments. An education program centered on subjects and teachers was being utilized as a general approach in the education institutions of Turkey before 1994; since then, an approach centered on the child has been utilized. The program implemented now aims the support of psychomotor, social–emotional, language and cognitive development of children, gaining self-care skills and providing of readiness for elementary education. This program, intended for children of 36–72 months, is a "progressive" program which is based on improvement of all areas of development of children. During the improvement studies, education implementations of different countries were analyzed, various programs, approaches and models were examined and data obtained from these were evaluated. The program has been rearranged by taking the structure and cultural values of society and the qualifications needed to be obtained by the educated individuals of 21st century. In this study, preschool programs implemented from past to present in Turkey are examined and processes of development and change are dealt with in detail.

Opinion of the Lecturers in Faculty of Education about Learning Environment

Adnan Karadüz
(Erciyes University, Melikgazi-Kayseri, Turkey)
akaraduz@erciyes.edu.tr

In order to increase student success and present a teacher model it is of great importance for lecturers training teachers at the Faculties of Education to provide for a multi learning environment in their classes and make use of a wide range of methods, strategies and material.

No matter which learning approach accepted, a teacher should always try to enrich the learning and teaching environment both quantative and qualitative. The way the lecturer uses in presenting his subject matter and creating a multi learning environment increases the quality of the learning environment. Data presented in a monotonous mode with insufficient stimulus is not acquired adequately by students and results in failure in learning. Lesson environment created by using rich stimulus not only offers a good learning environment to the students but also enables the teacher to create an image of a model teacher.

At Educational Institutions programs have been designed in accordance to constructional understanding recently. For such programs to result in success, the acceptance of the new roles foreseen for the teachers plays a more important role than using material, methods and strategies. With the latest trend in education the role of the teacher changed from a person holding a lesson and providing data to a person designing or creating a learning environment and guiding students. The role "teacher" left its place to a tutor designing and managing a learning environment.

This research is a qualitative study. In our study the ideas of lecturers – at the Faculty of Education at Erciyes University – about learning environment have been collected using constructional interviews and have been evaluated using descriptive analysis methods. This constructional interview consisted of five questions aiming to find out what learning activities teachers design and what they think about learning environment.

Results. All the lecturers who took part in the research reported that their classrooms were adequate both in size and shape. Eight of the lecturers expressed that they personally did the lesson , eleven of them reported that they make use of student presentation in their classes and three of them said that they use both teacher and student presentation in their classes. Classrooms are usually preferred as learning environment. Nine of the lecturers expressed that school experience and teacher training classes provide students with a good model for being a teacher. Nine of them think that students are able to present lessons they are assigned by their teachers whereas nine of the lecturers think that students can only assist their teachers and thus contribute to the lesson.

Conclusions. The size and shape of classrooms should be appropriate for students to do group work as advised by cooperative learning approaches. Student should be able to make use of information technologies and real learning environments. At faculties classrooms should be designed for each special lesson .While designing an active learning environment the reference to constructional learning concept should be kept in mind. The principles necessary for cooperative learning environment should always be under consideration.

Religious Education in Hungary

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

At the Census 2001 in Hungary four fifth of the population referred to themselves as belonging to a denomination. At the same time nowadays people practicing their religion regularly add up only to five percent of the Hungarian population. On the other hand 7.3% of institutions in the Hungarian public education are schools belonging to a denomination. Is it a high or low number? – Denominational schools usually work with smaller number of students. About half of the church financed educational institutions are Roman Catholic, but also Calvinists, Lutherans and Israelites have their schools and there are numerous smaller denominations financing schools as well.

Hungary has extremely liberal regulation on founding churches: a relative small number of "believers" may start an independent church. Since churches do receive privileges and benefits in the field of education, recently several business oriented enterprise founded independent churches, in the framework of which – to optimalize their tax expenditures – they manage schools. (These are in general business related institutions, mostlyhigh schools specialized in economics.)

Parents of students, who has a religious family background, but for some reasons cannot attend in denominational schools, are entitled to request religious education in their schools. Besides these religious education may take place in churches and parishes.

Roman Catholic denominational schools may be divided into two groups: those financed by the regional church authorities and those financed by Roman Catholic orders. The pedagogical principles of the latter ones are strongly influenced by the intention, and pedagogical attitudes of the founding father of the actual order. Consequently, in the Hungarian denominational schools there is a wide variety of educational and pedagogical concepts. On my poster I will give an overview of the denominational schools run by Roman Catholic orders.

Who are the Gifted

Gabriela KELEMEN
(„Aurel Vlaicu" University Arad, Arad, România
kelygaby@yahoo.com

Giftedness has always been associated with very high intelligence, or with higher academic ability, measured in over- the- average grades, unusual achievement. Who are these gifetd children? Can we speak of an identifiable psychological profile? Certainly, these children have a higher –than- average intelligence, but also a different way of perceiving reality. They distinguish the things in the surrounding reality in avery different way from common people. If, on one hand, this represents an advantage, on the other, it represents a great disadvantage, determined by their becoming aware of that they are different from the rest of their peers, hence their inner conflicts. Their outstanding cognitive capacity, accelerated with relation to their chronological life, determines many conflicts at consciousness level, generating problems. Asynchronic development on various levels develop and determine emotional reactions andspecific non-adaptation, which will lead to aspects of behaviour which are incompatible with mass education. Gifted children need two things: to come to terms with their condition and to have all conditions createdfor developing their exceptional potential. Although, generally, they have the same needs as all the other children, definitely gifted children are different from both "normal" children, and from the other more advanced children, in that they are: children of very high intellectual development; children displaying abilities in specific areas; children of very highly-developed talents.

Intercultural Shock: The New Challenge for Employment Counselling

Miklós KENDERFI
(Szent István University, Gödöllő, Hungary)
kenderfi.miklos@gtk.szie.hu

Since becoming a member of the European Union in May, 2004, the employment possibilities have broadened for Hungarian citizens. Many Hungarians were willing to take the risk to enter (sometimes blindly) into the unknown employment markets. A new task for the Hungarian employment counsellors is to prepare their clients of varying work cultures for this challenge. The current study aims to show some aspects of this issue.

After the professional literature, a connection (correlation) can be observed between the quality of the person's (vocational, employment) decision and self-knowledge. That is why we emphasise the personal characteristics, particularly the characteristics mentioned below.

Interest is a positive, emotional tendency towards something that has intensity and direction. Since Hungary joined the EU, employment-opportunities have broadened. Profiting of this opportunity does not always check up with the direction of the personal interest, but checks up with the trend of the foreign employment.

Skill is the basis of the activity, so that we can also consider it as the term of success. Rather than categorizing skills, we try to make the concept of „key-skills" clear. This has two explanations:

- Skill which is needed for doing the professional activity.
- Characteristics of the personality, which are needed for all the labour processes and for the successful work in the employment. (These are skills of cooperation, making relationships, communication, problem-solving – Super terms these as „over-career" skills.)

The second approach from our point of view is relevant, whether the person, who is contracting a work abroad, has these "key-competencies"?

Values have both subjective and objective components. Values are also determined by personal features and social connections as well. When discussing the matter of contracting work abroad, another question arises: How do the different (personal and/or social) work values across cultures relate and how are problems solved?

After answering the question "How do I like working?" reveals the most suitable working method for an individual. It is not difficult to imagine, the difficulties that may arise when two individuals attempt to cooperate, but one likes the monotonous work and the other enjoys varied work. When contemplating the working method in different countries, general differences can be noted.

This research presents various "Cross-Cultural Cooperation Behaviours" which can be defined by the personal characteristics mentioned above. These "behaviours" include the danger of allowing "Intercultural shock" to develop.

Starting Regulation of Curriculum for Prevention of Violence in Primary Schools

Nusreta Kepeš

(University of Zenica, Zenica, Bosna and Herzegovina)

nusretakepes@yahoo.com

In pedagogy literature the word curriculum mark planed interaction of pupils with the teacher's content and resources and teacher's process for accomplishing of education goals. In some states an expression *Curriculum* is identified with the idea *Program* so in Bosnia and Herzegovina dictionaries that notion is translated as teaching program or teaching plan. History of curriculum offers good archive opuses of this material in certain phases of past. Frequent reform and suggestions for changing curriculum, show that their modification in created by different change in society. Each future conception of transforming and revolutionary pedagogy –didactics change of traditional curriculum, had bigger results if was based on searching for possibility to find out and separate tasks and contents for each pupil what is in accord with his/her individuality. Keeping in mind all those facts, suggestion for reform of curriculum come from holder of teaching process, teaching association, creators of education system, association of parents, public media opinion act. One of key dispute transformation of curriculum is directed to defining of relation –obliged scope and performed program for appointed teaching subject or class. There is actually word about question of obligatory scope program that can be understood as completely obligated or as scope for ensuring if appointed pedagogy standard of some school.

Transformation of curriculum starts from notion definition of goal with of social and individual aspect. Apple, 1988, considers that reform of curriculum should be concentrated between schooling and broader society on basic of inequality in society. M. Schiro (1978) considers that there are four essentially different approaches to this problem:

1. Representatives of science-academic orientation as goal of every program see introducing of children some academic discipline;
2. The second access is orientation on social efficiency;
3. the third access of determination is oriented on studying of child that depend of interest and needs of children oriented an urging of natural growth and development;
4. The forth access is oriented on change in society as well as in personality of individual.

Curriculum-Teaching programs, stick to rule strive to consider needs, expectation of society and cognition of science. It makes sure further development of cultural and civilisation accomplishment and in the same time insures satisfaction of cognition, experienced and psychomotor interests of individual. Transformed, adapted or in anyway modified curriculum is more les oar more close to one of following types:

- Subject-centred curriculum
- Discipline centred curriculum
- Core curriculum
- Child-centred curriculum
- Community-centred curriculum
- *Social functions curriculum*
- Problem centred curriculum

In process of school teaching the most important role belong to this meditation between educational contents and the pupils. This work makes effort to explain applying the curriculum for prevention of violence in primary school. Scope contest of this curriculum is obligation placed in realization of goal ant task of educational program, bring the teacher in situation that in front of pupil he puts demands that they should accomplish.

Communication Problem between Practice and Theory in Systems of Information

András KESZTHELYI
(Óbuda University, Budapest, Hungary)
kea@turul.banki.hu

The amount of data stored in computers in digital form grows more and more. Not only the amount of these data grows, but our dependency on it as well while we have bad experiences with databases in everyday life

One might think that theoretical problems cannot exist when the relational model of database management has a forty year long history. Unfortunately it is possible in spite of its solid mathematical background. In this paper I focus on theoretical problem which results in poor quality of data models: a communication problem between practice and theory.

In case of databases three kinds of zeroes must be distinguished. Significant zero means that the datum is known, its value is zero (Jane's number of childbirths is zero). Insignificant zero means that we do not know the value yet, so the field holding the number of Jane's childbirths is left empty. The third case is when this datum is not applicable (men are unable to give birth), so the field holding his number of childbirths is also must be left empty.

Numerical data types have no empty state. An 'empty' numerical variable is always considered to be significant zero as it can be tried in a spreadsheet. In the relational model (in SQL) we have the only NULL mark to distinguish the insignificant and the not applicable cases which is impossible.

From the point of view of the mathematician a probabilistic database is recommended to solve the NULL problem. I make an effort to investigate the problem of NULL marks from the point of view of data modelling.

Two other solutions can be found for the above mentioned problem of NULL mark on the basis of the expectations of modelling as well. Both of them is better from the point of view of being realistic.

The first solution is based on the management of the stored data types, so it does not need any modification of the theory of the relational database management (SQL). It only needs minor modifications in database management systems (DBMS). If a DBMS stores all types of data, even numeric data as text, the problem is solved. The significant zero is stored as '0', the insignificant zero is represented by the empty string ('') while the NULL mark is for the not applicable cases.

The second solution needs a modification in the theory of DBMSs, in SQL. We would also need an EMPTY mark to denote the emptiness of a data element (insignificant zero) while the NULL mark remains to denote the 'not applicable' case.

Conclusion: In spite of its success relational database management systems have a serious problem which makes harder to produce good databases. Different solutions are proposed to solve this problem on different bases. I have suggested two other possibilities. Because of SQL is an ANSI/ISO standard, my first suggestion seems to be easier to apply.

Connection of Development of Learning Strategies and Cognitive Skills

Ferenc KISS
(University of Miskolc, Sárospatak, Hungary)
kissfer@ctif.hu

What kind of knowledge is provided by today's school? Is it only a lexical one or a base which improves different skills and makes it possible to apply this knowledge in everyday-life. This factor is dominant in creating opinion of schoolwork.

It can be heard a lot that practice centred skill development is more important than giving away facts and knowledge. This goal can be observed only in theory, the everyday practice is different. In most of the schools there is no efficient skill development.

Unfortunately schools can satisfy the need for independent learning only to a certain extent. There are a lot of children who have no learning strategies at all and only few can be found who are aware of effective learning strategies. Without these strategies there is no efficient teaching, there cannot be independent learning. Application of learning strategies is determined by the features of age, the experiences and typicals of subjects. Besides, in pedagogical work there are many other factors – e. g. the cognitive skills – what we need to reckon with in this question.

There are three basic types of learning strategies: penetrating, reproductive and organised (Kozeki-Entwistle approach). These strategies consist of different subfactors (e.g. holistic, intrinsic, serialist and failure avoider). My PhD research has followed the formation of these learning styles and cognitive skills since the school-year of 2005/2006 through a sample including 300 children from upper primary classes. The research uses three measures, one measure contains 10 lines of data from the population. This presentation performs the main results of this four-years work.

Suggestive Communication in Education: The Suggestive Teacher

Katalin Kiss Gombos
(University of Miskolc, Sárospatak, Hungary)
kissneg@ctif.hu

The suggestive communication is either a positive or a negative message which can reach us in certain way and makes impact on us. According to Weitzenhoffer it is a kind of communication which evokes spontaneous reaction and this reaction represents the unintentional content of the communication.

The effects of suggestive communication can be observed in everyday life. The best example of it is the suggestive effect of commercials. This kind of communication has been used in advertisements for a long time conveying a message which determines the attitude of the customers. It is well known that the media and the world of fashion suggest a definite message: the skinny build is the desirable one. If we think of anorexia or bulimia, it can be claimed that these negative suggestions can cause health problems.

Nowadays the power of the positive suggestive effects is recognized and used in the health care system in more wider circles while the negative suggestive effects are intentionally avoided. Suggestive communication strategies are applied in different fields of medicine and they are considered to promote the supply and recovery of the patients.

The positive and negative suggestive effects are present at school as well as in other fields. I am convinced that to raise attention to those suggestive effects which affect children is of great importance in order to strengthen the effect of education.

There are some characters among teachers who make a great impact on our lives. Everything what they say catches our attention and it can be memorised and recited years later. These teachers are called suggestive personalities.

The nature of the suggestive teacher was partly identified by Eva Banyai and her colleagues. They found that the suggestive teacher is the one who can create a kind of desire of attachment and identification and moreover, who can be admired.

The aim of my research is to produce an outline of the suggestive personality, the suggestive teacher. The concept is highlighted with the help of different methods and my intention is to give an account of the results reached so far.

Social Work: Work or Profession?

Zsuzsanna, KLAPCSIK
(University of Debrecen, Debrecen, Hungary)
wundt@freemail.hu

The object of my PhD dissertation is to study the personal motivation of the helper's behaviour. Social pedagogists and social workers are in a very difficult situation since their branch is the least accepted in Hungary. Many people cannot even make a difference between social work and social pedagogy. Social pedagogy is a special form of social work the main activity of which lies in prevention and early education. To sum up, social pedagogists deal with socially disadvantaged children, children from ethnic minorities, deviant and handicapped children. What makes a youth of 18 to get a profession like this? It is a fairly complicated question as social pedagogy is a kind of teaching profession and it is of very low status nowadays in Hungary. Beyond social psychological explanation of altruism I try to find out what sort of motives make helpers deal with the most difficult social problems and which skills and qualities make them remain in their field. In my presentation I introduce and outline these skills and qualities in details. I show the well-functioning skills like empathy, curiosity, paying attention, communication skills, humour, balanced relationship with power and creating relationship with clients. I emphasize some badly-functioning skills like the helper's emotional problems, thirst for power, loneliness, isolation and lust for love. All these factors can be determining in the development of the professional identity of social pedagogists and in the training of social specialists.

Development of Museum Education in Hungary

Zsuzsa KOLTAI
(University of Pécs, Pécs, Hungary)
koltaizsuzsa@yahoo.com

Museums have acted changing roles in different societies in different historical periods. Museums as possible institutions of managing social, cultural or moral problems have carried great responsibility for cultural policies since the end of the 18th century. Nowadays when economic and moral crisis is repeatedly emphasized museums' value protector and value creator feature have receieved special significance. The problems of public education, the lack of tolerance, the dissolution of traditional communities and the accelerating social and cultural changes equally mean challenges for museums. In our rapidly changing society museums have to redefine the role, function, practice and results of museum education. The increasing number of active elderly, single and unemployed people, and the high number of separated families mean challenges for museums since these target groups require the expansion of special programs organized by museums. Many communities have become multilingual and multicultural. The new type of cooperation with local communities requires many skills and competences which were not necessary in traditional museum education of a couple of decades ago. The increasing importance of museum professionals' further education is another important characteristic of museum education in the 21th century. Possessing new kind of competences and knowledge what most of the museum professionals didn't learn in the traditional higher education training system have become important due to the innovation of museum education methods and interpretation.

The paper focuses on the current situation and trends of museum education in Hungary. The author draws the inferences by her own empirical researches. The presentation gives answers to the following questions: Which education methods are used by the museums in Hungary? Do the Hungarian museums adopt diverse learning theories for developing their educational programs? Which are the most current needs and difficulties of museum education in Hungary? What kind of competencies and skills museum educators have to possess to fulfill the current needs and expectations of the visitors? Have the higher/further education of museum professionals changed regarding to these altering needs? If yes, how? Which are the novel trends of museum education in Hungary? How could museums act as cultural mediators in our multicultural society? The paper gives an overview of the development of the Hungarian museum education by answering these questions.

The Joint Venture of Education and Technology: Pro´s, Con´s and Roots

Elisaveta Georgieva Kostova
(Universidad Complutense de Madrid, Madrid, Spain)
elisaveta.georgieva@hotmail.es

The analysis of the contributions and harms of technology in the field of education has attracted a great amount of attention since the first applications of the information technology in this scholar realm. Unfortunately, the scientific discussion doesn't seem to have arrived to final, sound conclusions on behalf of the real value of the latter and is actually unable to supply neither theoretical nor practical advice on technology related policy.

This article was written in an attempt to contribute to the solution of the problem. It analyses the influence of technology in the field of education and its perceived effects. Those that have been argued positive are compared with the negative ones paying attention to the sometimes subtle differences that may be found to separate both. An effort to delimitate the roots of the differences that abound in scientific production is made on the basis of the provided overview of the major claims, where value systems are considered the key to the above described analysis. The present work shows with the help of examples how this analysis can actually be run. Finally, it is argued that the thorough analysis of the values systems underlying each and every statement on the appraisal of the role of technology in education can change the way in which technology is seen, interpreted, reacted to and used to gain a meaningful subjective experience that can contribute positively to commonwealth against the routinely attributed relativism to subjective values. Such a perspective can consequently be used to develop and establish better governmental policies that can guarantee some basic consensual democratic values.

The World of Ancient Egypt – Educational Program

Zsófia Kovács
(University of Pécs, Pécs, Hungary)
kzso11@gmail.com

The educational program called „*The World of Ancient Egypt"* is a series of facultative courses for twelve occasions which try to evolve experience-based learning to the students and the teachers in the secondary education. The main aims of the program rest on three pillars: to excite the students' curiosity in connection with the topic, to encourage the effective self-instructional learning, and to inspire meetings with other cultures. An occasion is 1,5-2 hours long which is necessary to the constructive realization. The structure of the document follows thematic order and the approaches of the most sub-themes create the opportunity both to the students and the educators to choose from different alternatives.

In the course of the twelve facultative occasions chance is made, among others, to discover individually the historical and the religious features, as well as the conception of the childhood of ancient Egypt. At the same time the stressing of students' activity permits to develop effectively the cooperative (learning) skill, the critical reflection, the constructive text creation, and the aesthetical-artistical expressiveness.

This product was made for the secondary and grammar school pupils, the classes of 9-12. It isn't restricted to one single class. The structure and the methodological variety of the educational program make it possible that the members of the age-group between 14 and 18 years get deeper knowledge about the world of ancient Egypt on the facultative courses.

The elements of the document's content can develop out of the class and the school so during the facultative courses and at home (during the individual and group tasks and trips). As consider the genre it belongs to the type "C" educational programs. The work, as a compass, wants to help to the educators in the organization of an educational activity out of the class.

School Bullying: The Problems of Internalizing Consequences for Participants

Attila Kőszeghy
(Kölcsey Ferenc Reformed Teacher Training College, Debrecen, Hungary)
attilakoszeghy@gmail.com

School bullying has very likely been with us eversince there were schools. Research on school bullying started in the 1970s with that of Dan Olweus, professor of psychology at the University of Bergen, Norway, who "is generally recognized as a pioneer and Founding Father of research on bully/victim problems and as a world leading expert in this area both by the research community and by the society at large (e.g., described with terms such as 'the world's leading authority' by the British newspaper "The Times" and several other international newspapers)."

Bullying is an intentional negative action – either physical or verbal – committed repeatedly by its perpetrator, the bully. Its victim, on the one hand – due to an unfavourable position in the power structure of the community – is unable to defend himself or herself against the bully, on the other hand is very unlikely.

Today research is adding newer and newer aspects, viewpoints, and statistical data to the phenomenon of school bullying. From gender differences to the more detailed structural description of the bully-victim situation, from prevalence statistics to coping startegies and prevention programmes research on school bullying is getting more and more sensitive to the minute detail.

Among the research on the dire long term consequences one finds shocking statistics about how clinging these consequences can be. Victims of bullying "tend to have lower self-esteem, display more signs of loneliness, and depression, than students who do not participate in bullying"(Callaghan and Joseph, 1995). In my presentation I am summarizing the results of literature dealing with internalizing of the consequences of school bullying. Depression, anxiety, hopelessness, changing locus of control to mention but a few long term consequences affect the teenage years and young adulthood of not just the victim, but those of the bully, and the bully-victim.

Disability Culture and Education

Zsuzsanna KUNT
(Eötvös Loránd University, Budapest, Hungary)
kunt.zsuzsanna@gmail.com

The purpose of this lecture is to demonstrate the possible connections and world views between the science of cultural anthropology and disability studies. The ethnological approach to otherness, to difference, and to not of us is a unique aspect of anthropology that makes it an evident discipline to be engaged with disability studies. From the international perspective the word 'disability' has different connotations in diverse cultures, just as the word 'culture' has. To understand the term *disability culture*, first the notion of *disability* and *culture* should be analysed.

As one of the definitions says, Disability Culture's main topic is not about how different societies handle disabled people, but about the way to research disabled people as an 'ethnical' group with their own culture. The aim is to research the way they live, they work and also their beliefs, customs, ideas, communication-forms and material artefacts, what they generate and develop, because they are disabled.

There are also other explanations on disability culture. As an other conception, the definition of culture is filled with an elitist meaning as 'high' Culture, as art, music, literature, and other expressions infused from the experience of disability.

The debate on this topic implements some knowledge into the mainstream culture about the disabled people, and also shows the weak parts of the definitions. There are no countries or communities, where only disabled people live together, so how can they be researched? How much can this culture be original, because generally they live together with non-disabled people? Or wouldn't it turn to be stereotype-making if we would like to describe *'disability cultures'*?

Obviously the *disability culture* is a nascent science, and it has to face these objections, but the reasons why it is worth to make researches on this field are clear. It enriches not only the anthropological fieldwork, knowledge and explanation. If the whole community would have information about these cultures, the general fear from the 'unknown' would be broken (or at least reduced). Minimal information about the lifestyles and opportunities of the disabled people should also be integrated in the education and could be started in early ages. And here is the point, where this topic is connected to the education.

Pathfinding in Adult Education. Doctrinal Debate at the Free-education Conference of 1907 as Reflected in Pikler, Giesswein and Prohászka's Contribution

Tamás LENDVAI
(University of Pécs, Pécs, Hungary)
lendvaitm@gmail.com

In this lecture we will analyse the debate that emerged in the morning of 5. October, 1907, between the legal positivist freemason Gyula Pikler, who had developed the intuitionist utilitarian theory; Christian socialist Ottokár Prohászka, bishop of Székesfehérvár; and Christian socialist Sándor Giesswein, canon of Győr . Due to the magnitude of the topic we would only make references to the historical significance and context of the Free-education Conference and to the professional biographies of its epochal participants. During the Conference two blocks(neo-conservative, civil radicals) – individually heterogeneous, but unitary as a whole – encountered each other.

We will highlight and observe a part of Professor Gyula Pikler's lecture *"The subjects and ways of free-education"* that provoked fierce opposition at the section meeting from the part of Sándor Giesswein, and Ottokár Prohászka. Presenting the aspects and ethical categories is also concerning since they – as the press also proves it – created an utter public outrage later. We would like to mention these in our lecture as well. The historical significance of the event was given by the direction of the debate, that is, what ethical goals should emerge and proceed in free-education. Should free-education be realised on a confessional or – as civil radicals proposed – on an irreligious basis? We must not forget that this form of education affected a great part of the population due to the intellectual underdevelopment and handicap of "the people", and to the "Asian" level of "folk education". And neither should we forget that education emerged not only as a means of increasing knowledge, but as a forceful political device. It was not an accident that the Free-education Conference was accompanied by the struggle of really strong (Christian and nationalistic) and upsurging (social democratic and radical civil) forces; education was important not only to increase knowledge, but in order to gain and maintain power as well.

The debate in question was technically organised around three elements in close relation to each other. In forms of questions, they are the following:

(1) What is man's purpose in the world, how man should be educated in order to be able to reach these goals?

(2) What attributions does the Supreme Being possess, what kind of critique can be conceived against it?

(3) What kind of principle organise society, what can be ethics built on, and to what extent can the category of "fraternal love" can be accepted as a value?

In our research we would like to find out what kind of (philosophical, theological and political) principles, and even interests are in the background of the factual addressing of individual aspects.

Multicultural Literacy Programme for International Marriage Immigrants in Taiwan?

Chun-Yu LIN
(Lancaster University, Lancaster, United Kingdom)
ee852325@gmail.com

In recent decades, the population of international marriage immigrants grew rapidly in Taiwan. The total numbers of international marriage immigrants increased to over 420,000 people in the past 15 years, and it makes up 1.95 % of the current population, in terms of Taiwanese statistics department, Ministry of the Interior in 2010. Among those international marriage immigrants, the highest proportion are female and come from Mainland China and South East Asian countries, such as Vietnam, Indonesia, and Thailand. This paper focuses on two groups: Mainland Chinese (M.C.) and South East Asian (S.E.A.) marriage immigrant women in Taiwan. The two groups are both emigrants to Taiwan, but they do not receive the same treatment, either from the legal governing system or the attitude from the publics in local society. Because of the complicated political relationship and historical background between Mainland China and Taiwan, the law for the Mainland Chinese spouses is stricter than the rules for the Southeast Asian spouses. For example, the Mainland Chinese spouses have to wait longer than the Southeast Asian spouses to gain Taiwanese citizenship. It is especially the case that Mainland China and Taiwan have close geographical and cultural ties, but Mainland Chinese spouses in Taiwan do not take priority over citizenship claim. Not only the Taiwanese government makes differentiation between Mainland Chinese and Southeast Asian marriage immigrants, but also the teachers of the literacy programme hold racial prejudice/hierarchy to recognize immigrant women who come from different South East Asian countries. The assessment of those marriage immigrants' learning depends on the cultural capital they have in their original countries. Gendered teaching content in the literacy programme try to regulate the foreign spouses become 'good' wife and mother. This paper is based on the participation observation in an international marriage immigrant's literacy programme, and the data from the qualitative interview with those international marriage immigrants as well as the teacher in Taiwan. It argues that the literacy programme is not only an institution which the Taiwanese government create the hierarchy among those marriage immigrants, and reinforce Taiwanese have negative impression for those immigrants burden the state with social welfare cost, but also a place which gender, class, race come together.

"University Students are Being Failed by the 'Qualified'": A Cry from Seven African Universities

Livingstone MAKONDO
(North West University, Mmabatho, South Africa)
livingstone.makondo@nwu.ac.za

This article discusses the view that most university teaching staff members are consciously or otherwise, playing significant roles in their students' academic underperformance due to their failure to effectively deliver their lectures and examine their learner's performance. By way of foregrounding, this discussion submits that universities teaching staff appears to be 'sacred cows' as the public seems unqualified to question them as they are conferred with the highest qualifications. Data for this comparative action research was gathered from two universities in South Africa and five universities in Zimbabwe through student-lecturer evaluations, peer evaluations and programme results over a period of eight years. From these universities, it emerges that the majority of the teaching staff holds first and second degrees yet they lead students through similar qualification levels. Also, an examination of their qualification profiles reveal that three quarters of the 1892 universities teaching staff members consulted for this study need to be professionally trained or retrained so that they can be acquainted with contemporary prerequisite skills that enhances one's service delivery. The article argues that training in lecturing skills, examining skills, critical thinking skills, problem solving skills, independent learning skills among others, is necessary so that they can properly facilitate their students' learning processes. Furthermore, it emerges that the prevalent examining and moderation policies in these universities stand in contrast to their universities' stipulated guidelines and international practice for various reasons within this scope. Resultantly, this article demystifies the ideology that seniority always equate to knowledgeability as in many circumstances the seniors might not be experts in the fields under examination, a scenario which amounts to no moderation. Therefore, lack of adequate examining and moderation modalities have significantly contributed towards the dwindling of academic standards. Cases in point are the failure of graduates of whatever level to demonstrate through practice what their academic transcripts declare they have qualified in. This discussion therefore implores relevant stakeholders to ensure that universities teaching members are urged to be professionally trained through various approaches to handle diverse teaching and learning environments. They can enroll for short training programmes and or attend in-house staff enrichment programmes. Universities need to imbibe hands-on initiatives like the institutional teaching excellence award that allows teaching staff members to reflect and be helped through the programs so that they can sharpen their practice.

How to Teach the Adults in Order to Understand their Children

Valentin MORGOVAN & Mariana Cornelia GULER
(University of Oradea, Oradea, Romania)
valentinmorgovan@yahoo.com & rosemari_212@yahoo.com

„*And what did you learn at school, today, dad*?" this is a question that, nowadays, most secondary level students from the rural country-side schools could ask their parents. Teaching parents could sound a bit overreacting, but there have been a lot of surveys that stress the fact that many parents of teenage children, living in rural areas, can no longer supervise or help their children, in the process or learning, that is, since their general knowledge can not cope with that of their children.

At least in the rural areas of Romania such schools for parents have not yet found practical use. Why? No one would come. No parent would even consider admitting having less knowledge than their children. Abroad this kind of schooling has been started, and with good results. Parents are open to listen at least manners of psychologically approaching their children in order to defuse tense situations that always arise in families. Such schools provide parents with basic information of child psychology, expose them to situations that are bound to happen if certain aspects of parent-teenage relationships are overlooked.

Teaching adults is a lot different from teaching their children. There are a few things that any teacher of such a class should or must take into account, if they want to have a successful course.

Adults are "autonomous" and "self directed". A teacher must see that adult learners get involved in debates, sharing their points of view, and through this debate reaching their goals.

Adults have more experience than their children. They have more responsibilities, as well. They must be given the chance to use this experience. Adults are "relevancy oriented". They must see reason for doing something, must see finality. Adults are practical, being interested in that which is useful to them. Last but not least, adult must be shown proper respect. Unlike children, adults must be treated as equals.

Commercial Schools in Hungary in the Age of Dualism

Adrienn Nagy
(University of Pécs, Pécs, Hungary)
adrienn.n.z@gmail.com

The lecture wishes to demonstrate the history of commercial secondary schools during the dualism in Hungary. In the considerable part of the comprehensive works on history of education commercial school training is generally mentioned under the entry of vocational training, but it is rarely discussed as – similarly to secondary grammar schools – one which gives high-school graduation. The research on the one hand focuses on the significance of commercial high-schools in the 19th century Hungarian school system, while on the other hand it tries to define their role in the domestic vocational and elite training. Finally it examines employment possibilities of these young school-leavers in the 19-20th century Hungarian labour market.

Studying commercial schools operating in Hungary in the 19th century, the data throw light on that despite commercial vocational education was given a powerful stimulus only after the Settlement of 1867, by the end of the century, commercial schools gradually became more popular with pupils wishing to continue their studies at secondary level. The first important step in this respect was the opening of the Commercial Academy of Pest in 1857. As a result of the parliamentary debates in 1872 about vocational training, the issue of commercial education was transferred from the authority of the Minister of Agriculture, Industry and Commerce to that of the Minister of Religion and Public Education. The regulations concerning secondary commercial schools empowered them to operate as public schools, and placed them into a rank equal to that of grammar schools and secondary schools specialised in natural sciences, drawing and modern languages (henceforth: school of natural sciences). This meant that the students were granted all the favours that those of the other schools were (e.g.: one-year voluntary military service instead of the obligatory one).

In certain respect, commercial schools were classified as secondary schools after the Secondary Education Act was issued in 1883, under which students finishing a commercial school gained the same rights as those finishing a secondary school. The popularity of commercial schools was owing to, on one hand, that training there was one year shorter than at other secondary schools, even though school-leaving certificates issued there offered rather limited opportunities for continuing studies; on the other hand, that social privileges granted by such a certificate were practically the same as those granted by certificates of other secondary schools. Another factor to be taken into account is that at that time, finishing a commercial school not only meant upward mobility in society for the young but also afforded relatively good employment opportunities, ensuring to earn a fair living as well. Based on the data available, 52% of those finishing commercials schools could find proper employment in trade (24% worked in goods commerce, 21% in banks, and 6% for insurance companies).

Considering the Methodology of Research on Conflict Management Strategies in Physical Education and Sport Sciences

Zsolt NÉMETH
(University of Pécs, Pécs, Hungary)
zsokec@gamma.ttk.pte.hu

Research about conflict management focuses mainly on organisations that enable supervisor – subordinate conflicts of interest on the level of interpersonal relationships. The most common area of research is the environment of the workplace and the school. Considering the frequency of the topic of research, more researchers have examined the teacher-student conflicts than the conflicts between teacher-headmaster or teacher-teacher. On the field of sport sciences in Hungary there are two types of questionnaires used for empirical research in conflict management. One of them is based on statements the other type is based on situations. The most well-known questionnaire of the first type is the one made by Kenneth W. Thomas and Ralph H. Kilmann (1974) also known as the Thomas-Kilmann Conflict Mode Instrument (TKI). The other questionnaire using statements is "Management Decision Making" (1996), which is less widespread. The two above mentioned variants have in common that they try to measure the reactions given to an average conflict situation and they do not consider the environment in which the conflict appears. Researchers have found that the conflict management strategy is definitely influenced by the environment. Questionnaires based on situations however, describe the environment more accurately where the conflict starts, and the respondent has to choose between the conflict management strategies hidden in the possible answers. With this method the subject of research can imagine the situation more precisely and can choose the most adequate decision based on personal conflict management experiences with the family, in the school or with the peers. The answers received in this method give a more realistic and more authentic overview about the conflict management skills of the respondent. Research focusing on conflict management strategies is practically started with deep interviews in focus groups, which facilitates the edition of a questionnaire using situations. In my opinion the use of both qualitative and quantitative methods of research allows to give a realistic notion about the conflict management culture of the physical education teacher and the trainers.

Fabricating Difference and Identity? – Notions of 'Culture' in Education

Rosemarie ORTNER
(Eötvös Loránd University, Budapest, Hungary)
rosemarie.ortner@reflex.at

In my presentation I apply critical discourse analysis to public and professional discourses on integration through education in Austria. Within these two fields, I focus on discursive strategies of organizing identity and membership by Othering, using the term 'culture'.

'Othering' describes a strategy to consolidate an unstable subject position and its (individual or collective) identity by simultaneously constructing the others as different, strange and inferior. (Spivak 1996)

Astrid Messerschmidt (2008) argues that in German public discourse on Integration discursive strategies follow a postcolonial form (the cultural Other as un(der)developed) and a racial form (the cultural Other as dangerous towards the 'pureness' of a 'race'). The later is deeply rooted in the country's history of National Socialism (NS). Strangely enough, these patterns are often implicit in statements that consider migrants as undemocratic because they are supposedly not up to date with the German process of coming to terms with the NS-past. All the while, these statements implicitly suggest a self-assurance of a German democratic 'We' that has successfully gone through this process.

For my presentation I will identify these or similar strategies in the Austrian public discourse on integration through education.

For the professional discourse I analyze the use of the term 'culture' in concepts of intercultural or multicultural education. Culture is a popular core-term in pedagogical discourse concerning migration and integration, stressing ethnical differences that can be overcome by education. Do pedagogical concepts also implicitly use 'culture' as a marker of difference in the ways mentioned above, before they work on overcoming it?

In both fields the core-question is as follows: To what extent are hopes and expectations towards a pedagogical handling of difference based on the described strategies?

Furthermore, how can we conceptualize culture and cultural education that they meet the needs of democratic or 'democratizing' education? The core of which Roland Reichenbach (2002) describes as a non-sovereign, dilettantish subject that does not necessarily need a stable and fixed identity.

I suggest that cultural education in an immigration-society should not be a mere method of self-assurance of identities (as a nation, as a subject) – but focus on another pedagogical way of handling differences: Education as a place to irritate this self-assurance and to develop 'democratizing' subjektivities.

The Effects of Mother's and Father's Styles of Interaction on Children's Interactional Behaviors and Engagement in Interactions

Karaaslan OZCAN
(Anadolu University, Eskisehir, Turkey)
ozcanka@gmail.com

Results of several studies carried out on child development have shown that there is moderate relationship in positive way between mothers' responsiveness and developmental skills of children (Kim & Mahoney, 2004). However, there is limited study on comparing interactional styles of mothers and fathers of children with developmental disabilities (Girolametto & Tannock, 1994; Harrison & Magill-Evans, 1998; Kaplan, 1991). The purpose of this study is to explore the relationship and comparison of the effects of interactional behaviors of mothers and fathers on interactional behaviors and engagement of children with developmental disabilities. The study includes 25 children with developmental disabilities and their mothers and fathers. Children's age ranges between 15 months to 72 months. Interactional behaviors of fathers and mothers with their children videotaped for 20 minutes in a free play context where developmental toys were provided. Video recordings were carried out separately for mothers and fathers. Interactional behaviors of mothers and fathers are being assessed by Turkish Version of Maternal Behavior Rating Scale (MBRS) developed by Mahoney (1999, 2008) and adapted and validated into Turkish by Diken (2009) while interactional behaviors of children are being assessed by Turkish Version of Child Behavior Rating Scale (CBRS) developed by Mahoney and Wheeden (1998) and adapted and validated into Turkish by Diken (2009). The data are currently being analyzed. Video recordings are being analyzed by two independent coders by using Turkish versions of MBRS and CBRS. The results will be discussed extensively.

Are Patterns of Attachment Universal? An Evidence from Turkey

Ozkan OZGUN & Sule ERDEN
(Cukurova University, Adana, Turkey)
oozgun@alum.syracuse.edu

As it is obvious, sensitive caring produces children who balance independence with a need for others. This can be observed when children use a parent as a secure base from which to explore. In her original studies, using a strange situation procedure that includes brief separations, Ainsworth (Ainsworth, Bell, & Stanton, 1971) observed three distinct patterns of attachment: i. securely attached infants, ii. insecure-avoidant infants, and iii. insecure-resistant infants. While securely attached infants composed majority of the infants (65 to 70 percent), 20% of the infants were found to be avoidant, and 15% of infants were resistant. Most of the studies confirm these findings and assume these patterns to be a universal phenomena. However, most of what we know about parent-child relationships and attachment patterns has been obtained in studies of white, middle class North Americans, who are unlikely to be representative of the majority of families worldwide. As a result, the portrait of child care and attachment styles provided in most research articles is largely driven by studies of such samples, and with few authors suggest that broad generalizations from the existing literature should be avoided. In fact, cross-cultural research has shown that culture has a major impact on patterns of child care and attachment. It is important to study the same phenomenon of attachment styles in developing countries, because developing countries constitute the majority of the world countries that do not participate fully in the benefits and problems of the developed Western countries. To permit more comprehensive analysis and understanding of the differences and similarities among different socio-cultural settings, for this study, we gathered information on child care giving and patterns of attachment of 4 to 6-year-old children. Our data came from middle income Turkish families and 44 typically developing 4 to 6-year-old children (23 girls and 21 boys). Attachment styles were measured using attachment stories. Each story were administered to children individually and coded by two independent coders. Teachers and parents of the children were informed about the study and oral consents were obtained prior to administration of attachment stories to participant children. All attachment stories used in the study were translated into Turkish and then back translated by a fluent speaker in both languages to ensure that no drifts in meaning had occurred. Parents completed a demographic information form. Reliability was analyzed for inter-coder agreement and satisfactory reliability scores were obtained for each attachment story. Hopefully, this study will encourage the building of bridges between researchers, who are studying the same phenomenon in different context.

Investigating Body Image Satisfaction among the Different Levels of Turkish Tennis Players as a Function of Gender

Melih Öztop
(Middle East Technical University, Ankara, Turkey)
melihoztop@gmail.com

Body image satisfaction has a vital role in individuals' quality of life which is influenced by several physical, psychological and social factors. In addition, body image is not stable rather it influences individuals both positive and negative experiences, their environments, and physical changes. More specifically, it is also known that change in body image as a result of physical exercise plays an important effect on body image satisfaction. Therefore, the current study is designed to investigate the role of playing tennis on Turkish university students' body image satisfaction as a function of gender. For this aim, the current study is to find out differences in body image satisfaction scores between different levels of tennis players. Data will be obtained from approximately 150 different levels of tennis players who are volunteer undergraduate university students from Middle East Technical University (METU) in Ankara, Turkey. In this study, data will be gathered by administering two instruments, namely, Turkish version of Body Image Satisfaction Questionnaire (Gökdoğan, 1988) and Demographic Information Form which was developed to collect personal information such as gender, age and tennis skill levels (beginner, intermediate, advanced). In this study, statistical analysis will include calculation of such descriptive statistics as proportions, means, standard deviations. Furthermore, in order to test the possible differences among the different levels of tennis players as function of gender, a two-way ANOVA will be calculated based on participants' body image satisfaction scores. The findings of the study will be discussed in the light of related literature.

Intercultural Mission and Practical in the New Library of Alexandria

Enikő PAJOR
(University of Szeged, Szeged, Hungary)
pajor@jgypk.u-szeged.hu

„L'interculturel concerne les relations entre des cultures. Il est considéré … comme une notion transversale, à la fois « outil » et « valeur ». La démarche interculturelle, en dépassant le cadre des revendications culturelles antagonistes au sein d'un même espace, doit permettre la rencontre et le dépassement des conflits.”
(Fond. Charles Mayer)

The very name of the Bibliotheca Alexandrina conjures up the image of a glorious past, of a shared heritage, not just between Greece and Egypt, nor even of the whole Mediterranean, but a shared heritage for all of humanity.

2300 years ago, Alexander the Great, brought his dream of culture and conquest, of uniting the world and launching a new cultural era to the timeless land of Egypt. His dream – that Egypt is the intellectual capital of the word – has makes a succes with te foundation of the large library – named Bibliotheca Alexandrina, where scientists, poets, mathematicians of any civilisation are joined together to study, to work together and to exchange the ideas. For the king his library was the true temple of wisdom, where the 700.000 rollers represented universal and multidisciplinary knowledge as well like the tolérence and the comprehension of other cultures.

Since 2003 with the same spirit Egypt and UNESCO has reconstuit the new „Bibliotheca Alexandrina”, the NewLibrary of Alexandria, for recaptures the spirit of the library original:

> „It aspires to be:
> The World's window on Egypt;
> Egypt's window on the world;
> A leading institution of the digital age; and, above all;
> A center for learning, tolerance, dialogue and understanding.”

In my intervention I present this place, his place and his practice in the life, and in the intercultural mediation.

The Importance of Physical Education in University Programmes

Vanda PINTÉR
(Semmelweis University, Budapest, Hungary)
pintervanda@gmail.com

According to the development of civilization lifestyle became more sedentary and comfortable. The lack of regular physical activity (PA) increased the prevalence of overweight and obesity which is known as a risk factor of many diseases. Overweight problems might be prevented and reduced by physically active lifestyle (Antal, 2009; Photiou, 2008). The aim of the study was to establish relationships among percentage body fat and physical activity indicators (MET, active days, sitting time).

Methods: 76 male volunteers of different Faculties of Physical Education or Sport Science (36 Malaysian, 22 Cypriot, 18 Hungarian) took part in our study. Body dimensions were measured according to ISAK (Merfell-Johnes M., 2006) method and physical activity level was estimated using the short form of IPAQ (Craig, 2003.). Relationships were investigated using linear correlations (p<0,05).

Results: We found strong negative correlation between the percentage body fat and the number of active days per week (r=-0,66) and strong positive relationship between the fatness and sitting time (r=0,66). Altogether the sedentary lifestyle can explain 43,6% of the variance in fatness. We also found that BMI was better predictor for overweight and obesity than W/H ratio.

Conclusion: The significant correlations between physical activity and body dimensions suggest that the PE is even as important in university programmes as in primary and high schools to prevent obesity and overweight.

What is Worth Knowing about Wine – Connected to Wine Culture

László Rácz & Zsolt Tajcs & Csaba Csutorás
(Eszterházy Károly College, Eger, Hungary)
rleger@ektf.hu

What do we do at Eger College so that students know the most possible about cultural, healthy wine consumption, grape growing, wine making at a level that is in close connection with their studies? It has been for ten years that subjects „Wine Chemistry", „What we should know about wine" and „ Aspects of wine culture" have been included in the curriculum. Students have chosen this source of knowledge with pleasure, there has been great interest in the courses since the beginning. The topics involved in the lectures are „Wine in Hungarian history", „Place of wine in our lives and in the world", „Wine and literature", „Béla Hamvas about phylosophy of wine", „Technology of quality wine making in Eger wine region", „Wine and health", „Wine and religion", „Wine qualification", „Wine and gastronomy", „Why has Lord created wine?"

As Sándor Márai, writer wrote:" wine has not only flavour, bouquet and alcohol content but most of all spirit as well. As if people making and drinking it gave something of the secrets of their soul to their local wine."

Each wine region has its own grape varieties, characteristic of it, making it sometimes famous. Some varieties even have stereotype connections with certain wine regions (eg. Somló –Juhfark; Badacsony – Szürkebarát; Eger – Leányka; Sopron—Kékfrankos: Tokaj--Furmint stb.). The variety, then the wine made from it determines growing and processing culture of grape, traditions of how to make and consume wine.

It is indispensible to have education connected to *grape growing* and *wine making* at wine regions relying on traditions. Károly Eszterházy College provides manysided *education*: winemaking technician post secondary program, Chemistry postgraduate program with winemaker-analyst specialisation and cultural heritage MA – with wine culture specialisation.

The main aim is to provide knowledge of general grape and wine culture and of cultured wine drinking since it plays important role in shaping our character and behaviour. Wine is not only alcoholic drink but also precious liquid which besides alcohol contains lots of biologically valuable components. It is not only fermented grape juice, but cultural treasure of mankind, accompanying civilisation, important part of gastronomy.

Wine culture is a quality system of grape growing and wine making, and also of traditions of wine trade and wine consumption.

According to a saying: „History of wine is history of mankind", or „sunshine closed in bottle" which has been praised for centuries and especially important for Hungarians since „ wine has been present since birth to grave: in war and peace times, before and after battles, at victories and defeats, at engagements and weddings, wine filtering, fairs, before and after signing a contract or just when showing a respect to each other."

Implementing E-Learning for Increasing Student's Motivation in Learning English

SAEFURROHMAN, M.
(Muhammadiyah University of Purwokerto, Purwokerto, Indonesia)
saefur19@gmail.com

In traditional classroom, students are rarely introduced with the use of high technology which can facilitate them in learning. It also happens to English classroom where the students are not encouraged to practice their English through E-learning. This fact makes the English teaching-learning process become monotone. This study was aimed to find out the influence of E-learning for improving students' motivation in learning English. The subject of the study was the third semester students of English Department who have a different social background of study, mostly from middle social class and suburb school. The writer applied classroom action research as a method of the study. Action research provides lecturer with an opportunity to apply the finding of research to their own situation and to adapt the theory to practice. The writer focused on the use of E-learning. The writer, as an English lecturer, and collaborator lecturer made collaboration work since preparation phase, planning, action, observation, reflection until the preplanning phase. They did the effort to improve student's motivation in learning English. The data were collected through observation, interview, questionnaire and documentation. The result of this research showed that the student's motivation increased from the beginning of the study to the end of it (50% improvement). The subject found easy way in accessing material using E-learning. Moreover, they were able to practice their communication both in written and spoken forms by using it. It is indicated that they were motivated in learning English. As a result, the English teaching and learning process became more interesting.

The Examination of Personal Preferences and Locus of Control Features of Students from Different Educational Programs

Ali Haydar ŞAR
(Aksaray University, Aksaray, Turkey)
ahaydarsar@hotmail.com

Mustafa KOÇ
(Sakarya University, Sakarya, Turkey)

The aim of this research is to identify whether high school students' locus of control features and personal preferences change in terms of some variables or not. The sample of the study consisted of 82 female and 192 male students attending different high schools in the centre of Aksaray province. In sample choice, random sampling method was used. In data analyses, F test and t test were used to see if there was any significant difference.

According to the results of the study, students with different types of high school have different locus of control features. The results showed that students attending regular high schools had more locus of control than the ones who attend vocational high school. When examined in terms of personal preferences, there is significant difference between vocational high school students and regular high school students concerning conformity, regularity, autonomy, recognizing emotions and alteration. In addition, regular high school students' personal preferences such as success, drawing attention and dominance is significantly different than that of vocational high school students. When examined in terms of gender, girls were found to show outer locus of control and they there found a significant difference in personal preferences. The study also revealed that locus of control feature was an important factor in the differentiation of personal preferences.

Multicultural Education in the Republic of Serbia

Margit Savovic
(University of Belgrade, Jagodina, Serbia)
margo@neobee.net

In the Republic of Serbia tradition of multicultural education has in the autonomous province of Vojvodina, which is its northern provinces.

Vojvodina is a multiethnic, multicultural and multi-confessional region in Serbia. It lives almost 30 communities of national minorities, which is close to 35% of the total population of the province.

The official use of the 6 languages. In Serbian, which is the official language of the country, there are Hungarian, Romanian, Slovak, Ruthenian and Croatian languages. In all the government equal citizens use their native language. In education, too, at all levels of the educational system (from preschool to higher) young people acquire education in their native language. In fact in the same building attend classes together, and by meeting learning about the culture, traditions and customs of others. For the national community who are not educated on njihvom language, enabled the cultivation of native language with a certain number of hours per week to the Macedonian, Bulgarian, Roma and Bunjevac language.

Specificity of education are bilingual groups in preschool institutions in combination: Serbian-Hungarian, Serbian-Slovak, Romanian-Serbian, Serbian-Croatian, Serbian and Serbian-German-Hungarian languages. There are municipalities in which the educational work carried out on 3 or even 4 languages. In recent years great attention to education of Roma children on the principle of inclusion.

The paper will show the programs to ensure the development of intercultural children in the autonomous province of Vojvodina and the Republic of Serbia.

Culture as a Result of Institutional Evolution

Sándor SIMON
(Szent Istvan University, Békéscsaba, Hungary)
simonsandor1@me.com

New institutionalism is known as a foundation for a growing branch of sociological empirical investigation aiming to consider social institutions as the milieu for the construction of the cultural reality of human societies. The most important contribution of new institutionalism to old institutionalism is to add a cognitive feature to the processes through which institutions can influence individuals to act. Classical institutionalism seeks to explain reasons for institutional change in terms of social volition. Which group of theories can model the process of the evolution of cultures? Does new institutionalism seek to explain the formation of cultures as an institutional change as merely instances of maximization, or regarding to the classical institutionalism is culture based on authoritative guidelines?

While the economic growth is more or less continuous the welfare and the physical, mental health of the human society is decreasing, and the outcome of the decision makers', politicians' activity is a cultural reform in the long run. Although nowadays it is widely accepted to (in particular in the theories of conventional economics) to describe the social and mental aspects of our life as some kind of fight on market, many times we see that market is not able to control itself. Numerous scientific theories and alternative economic schools state that the main motive of human behavior can be found more in culture, and culture is mainly created by other institutions than market.

Agricultural Health Education of the Rural Population in the Region of Gjirokastra during the Transition Period

Albina SINANI
("Eqrem Çabej" University of Gjirokastra, Gjirokastra, Albania)
sinanialbina@yahoo.com

Agricultural economy is the largest sector of the economy Gjirokastra district. Owners of land depend on agricultural production to meet their living needs. But, a special importance has effectively use agricultural resources to promote equitable development and sustainable of Gjirokastra district. The district of Gjirokastra represents an unfortunate example of the wrong misused and management of agricultural resources. Last decades have been an increase the use of pesticides in the property to confront insect explosion, leading to a decrease of production. Parish has shortcomings in the implementation of a licensing system for pesticides and guide farmers to use pesticides and insecticide. This would reduce the risk of damage to water resources, plants, species, local residents, so their health. Chemical fertilization practice 15092nd Gjirokastra district farms (1043 Lower Dropull municipality and municipality in 1195 in Luftinjë), in an area about 7300 ha. Organic fertilization practice 13905th farms in an area about 1450 ha. 79.8% of farms with chemicals to fertilise district mainly nitrate Amon (333.4 kg / farm). Recently it has been sitting Amon fertilization with nitrate and increased with manure fertilization. However 83.5% of the arable area Gjirokastra district plehërohet with chemical fertilizer and only 16.5% with manure. About 8.3% of farms using pesticides (1 kg/farm). Only 79.8% of farms with plants to fertilise, 79.3% of farms use Amon nitrate and phosphate Damon 36.7% while the rest super Phosphate and then use the chemical waste to the extent 333.4 kg / ranch.

Health education plays a crucial role in the development of the physical environment. The health services have undergone radical change in recent years. Farmers are unique in that they often live where they work and their family members often participate in farming activities. The main goal is the study of not only the effects of pesticides on natural enemies but also on their health and confirms the validity of the concept of balancing the nature and regulation of rural population and its health.

Multicultural Component in Elementary School Education in the Republic of Macedonia

Vera STOJANOVSKA
(University Ss. Cyril and Methodius, Skopje, Republic of Macedonia)
veras@fzf.ukim.edu.mk

Biljana KRSTESKA-PAPIĆ
(Nansen Dialogue Centre, Skopje, Republic of Macedonia)
krsteska.papic@yahoo.com

The contemporary educational tendencies which have marked the beginning of the 21st century have also imposed the necessity of continual promotion of principles: multiculturalism and interculturalism. Problem arises from defining the position of multicultural education in already existing curriculums. European experiences show that multicultural education is most often treated as education for the immigrants which leads up to segregation *versus* integration. Here two approaches can be noticed: one is when multicultural education is separate subject, while the other looks for the multicultural education through implementation in the already existing study programs. The second approach is much more acceptable because does not load the existing study programs with introduction of new subjects. From these reasons, multicultural education should be included in the ordinary educational process, not as separate subject but as an approach with which different subject topics will be enriched with multicultural values. But, before beginning its promotion and incorporation, it is necessary to evaluate the content of multiculturalism in the existing compulsive programs.

There has been a qualitative research in R. Macedonia which had to identify the degree of presence of multicultural component in the educational process in the elementary school education for its goal. Main task was to discover the factors which are barriers in realization of idea of multicultural education in R. Macedonia.

Descriptive-analytical method was applied as well as techniques of non-structural interview, participative observation, analyses of pedagogical documentation and sociometrical techniques.

The results indicate that problems are encountered in promotion of multicultural education because of insufficient sensibility of the teachers for this type of education, the support from the institutions is absent if there is no, absence of positive examples in mediums, not clearly defined tasks and goals, non-planned and non-systematic approach when introduction multicultural component in the education. Because of these reasons, there is need of additional education of the teachers. High index of group tension is notable in schools with heterogeneous ethnical composition of pupils as well as resistance to the idea of co-education among the teachers, parents and pupils.

The conclusion from this research is that multicultural education can be organized through few models: co-education of pupils with different cultural origin; overpass of ethno-centrism present in history, geography, literature etc; organization of joint projects for pupils from different ethnical groups; organization of continual trainings for teachers for developing skills for intercultural education; supporting of non-formal and bilingual types of activities for kids organized by NGO. The direction for organization and performance of this subtle form of education can be form of positive relationship in immediate area, education in the spirit of pluralism and prepare for dialogue, arouse of feeling of local and national social appurtenance as well as inter-national education.

Multicultural Aspects of Visual Education

József STROHNER
(Kecskemét College, Kecskemét, Hungary)
strohner@yahoo.com

Vision-visualisation: it is an international language, which means a practise of reading and writing. Hungarian educational history of visual education – as most of the taught school material – is based on the history of science or art history. It can be stated that it is also intercultural as taking into account many foreign systems it does not only deal with endemic science and the problem of art history, but it successively tries to discuss the questions of intercultural and the specific national, internal improvement of the area applying planetary outlook. (Everyday practising teachers know well all the outcomes of this teaching method, as the deep and widespread teaching material used gives unrealizable hard job for them.)

Visual education, beyond the fact that it teaches mostly international art history – the Hungarian visual arts are in a small way at present in the generally taught teaching materials – is based on the internationally accepted conventional system in the professional areas of drawing, painting and shaping. These representation and expressing conventions are influential in the driven learning process following the spontaneous expressing period of infancy. Analytical and synthetical framework and systematical basis related to the drawing visual exercises are all included in Monge-projections (3-plane projections), axonometric projection and scienctific theory of expressive perspective projection. Expressing conventions try to deliver the lessons and outcomes of art history concerning great art trends and theories. These historically developed conventions are the 'products' of the different periods of art history, and the genesis of them is concluded from the examples set by them.

There are new conventions being emerged in our day: it turns up in different medium languages in the form of visual norm or rule system. New and exciting space opens considering visual education strategy starting from the mobile phones, computers through the 3D animated cartoons.

My lecture and special study try to cover a brief overview and interpretation of the above detailed questions.

Holistic Approach to Teaching of Mathematics

István SZALAY
(University of Szeged, Szeged, Hungary)
szalay@jgypk.u-szeged.hu

The pure approach of mathematical studies for exempla a theorem in itself, is not especially interesting for pupils. The holistic approach that is to show the usefulness of mathematics in more studies seems to be interesting. Considering that the mathematical methods used in other areas, we can find different possibilities for mathematical applications in already in the school, too.

Language: Let us consider the proverb „Early bird catches the worm." .First question is the more exact meaning of this sentence," The bird is early and it catches the the worm." or „If the bird is early then it catches the worm." The really exiting problem is the negation of the proverb. Pupils give more different sophisticated answers. Which is the good answer?

History: Comparing the hierorographical number system with the signs of numbers used in Mesopotamia in ancient times, the question is: Which is the better system? Why?

Fine arts: What does it mean „gold section"?

Music: How the sound scale „c,d,e,f,g,a,h, (upper)c" made about in the century 6th B.C.?

Geography: Measurement of the earth's circumference in the century 3th B.C.

Astronomy: Measurement of the moon's circumference and the distance Earth – Moon in the century 3th B.C.

Mathematics in itself: Our calculator with 10 characters, says that $\pi = 3{,}141592265$, but we know, that this is an approximate result, only. Using the same calculator let us give the 11th character, too!

Problems and questions mentioned above are in connecting with mathematical logic, numerical basic – operations (addition, multiplication, power), geometry, fractions and simple computations, respectively.

The Use of Mock Job- Interviews for First-time Job-seekers in College Setting

Anikó SZILÁGYI
(Budapest Business School, Budapest, Hungary)
szilagyi.aniko@gmail.com

Finding a good position on the job market is more difficult than ever. Companies in Hungary and abroad often receive hundreds of applications for each job they advertise. First-time job –seekers and students who look for trainee jobs or internships may find it difficult to write CVs that stand out and even more daunting to take part in job interviews in Hungarian or in foreign languages. Many institutions of higher education take steps to best prepare their students for the process of job-seeking by setting up career centers and providing advice. Most students deal with the subject in business language lessons and in communication courses as well, but in these cases the approach is usually theoretical. Many experts, however, suggest that setting up and conducting mock job interviews is probably the most efficient way of raising the students' awareness of the importance of good preparation to make the first impression on their perspective employers effective. At Budapest Business School an elective English language course aims to prepare the students by taking them through the stages of job-hunting and as one of the most important factors, after thorough preparation, the course concludes in a mock interview providing the participants with the opportunity of practicing and testing their interview skills and thus reducing the anxiety which may come from several factors in real life situations: the students' unfamiliarity with the process of job-seeking, language problems, the lack of preparation and very often the lack of self-knowledge. The interviews are recorded; self-evaluation and peer feedback is given. The presentation attempts to give a summary of the course, and, based on student feedback, the benefits of mock job interviews.

Steps to Counter School Bullying

Erika Szirmai
(Kölcsey Ferenc Reformed Teacher Training College, Debrecen, Hungary)
szirmai@kfrtkf.hu

Over the last three decades school bullying has been a more and more widely researched phenomenon in several European countries, as well as overseas in Canada, the United States and also in Australia. Everyday experience and research results both indicated a strong need for prevention and intervention, which soon started, on different levels. The procedures include those aiming at the participants themselves and those aiming at the wider community, steps to intervene when bullying happens and steps to prevent bullying form happening. Some procedures are organized around one specific idea, some combine different techniques. The person responsible for the steps can be a peer or an adult, one individual or teams. The difference in them reflects different interpretations of bullying itself, considering it as an act of individual responsibility or that of some malfunction of a whole community – with the latter being more widely accepted.

The presentation introduces the steps suggested for reducing bullying, with special respect to those less known in the Hungarian context. The steps include the „Whole school approach", befriending, Circle time, Circle of friends, mediation, peer support approaches like „No Blame", the Method of Shared Concern, School Tribunal / Bully Courts, restorative practice, assertiveness building, bystander training, School Watch and also mentions procedures aimed at school staff like training school personnel, enhancing playground supervision, reorganizing activities or at improving the physical environment of the schools by rebuilding places where children are not attended.

These procedures are carried out under different conditions and in different contexts, which makes it difficult to compare them. Data about their efficiency is rather scarce, and most often do not stand the test of objectivity and reliability. An example of where this is done and several of the above procedures are evaluated and compared is the anti-bullying programme of the British Ministry of Education, the results of which are also introduced.

Observation of Physical Education Teacher Candidates' Life Satisfactions

Özden TAŞGIN
(Karamanoğlu Mehmet Bey University, Karaman, Turkey)
otaskin@selcuk.edu.tr

Life satisfaction is likely to emerge as meaningful during adolescence as advancing cognitive abilities enable adolescents to more accurately assess and forecast how well their basic needs will be met. Studies of life satisfaction (and related constructs such as quality of life and subjective well-being) have been useful in clarifying how individuals react to different life circumstances, especially stressful or challenging circumstances. It is not surprising that a great deal of research on life satisfaction has been done with adults given that the willingness to act in productive ways as regards the principal goals of adulthood (e.g., relationships, parenting, work, involvement in community) is connected to one's sense of satisfaction in those arenas of life. According to some theories, happiness emerges as basic needs are satisfied. However, in modern, individualistic societies where basic needs are met for the majority of citizens, life satisfaction becomes increasingly connected to the attainment of goals beyond basic needs. Life satisfaction is connected to an individual's commitment to a set of goals and beliefs concerning the attainability of those goals, the emerging strength of goals pertaining to relationships, work, and community involvement during adolescence is likely to inspire life satisfaction with considerable psychological meaning.

This research's main target is to observe physical education and sports vocational students' life satisfaction levels related to several environments (friend, school, family, environment and ego) according to some variables. The scope of the study which was conducted by general survey model was 300 students (60% male; 40% female). "Multidimensional Life Satisfaction Questionnaire" which was developed by Huebner (1994) and was adapted to Turkish by Çivitci (2007) was used as data collecting medium. One-way ANOVA and t-test techniques were used in analysing the data. After conducted analysis there are significant differences within friend, school, family, environment and ego according to variables considered.

A Preliminary Study on Critical Thinking Disposition of Students in Rural and Urban Areas in Taiwan

Ya-Ying Teng & Chi-Jui Lien & Yu-Ling Lu
(National Taipei University of Education, Taipei, Taiwan)
tracy999@gmail.com & cjlien@tea.ntue.edu.tw & yllu@tea.ntue.edu.tw

Creativity is an indicator of quality of individual, company, as well as society. It directly relates to the competency of individual and the society that one belongs. Many educators, as well as stakeholders in government have advocated and have tried very hard to cultivate creativity in formal and in informal education, as well as in pre-service and in-service education. However, creativity still regards as one of the most difficult skills to teach and to identify.

Some studies have argued that creativity is a combination of complex mental or physical skills. An earlier study (Gibson, Kibler, & Barker, 1968) has provided empirical findings on the inter-connection among creativity and other thinking skills, such as inference, recognition of assumptions, deduction, interpretation, and evaluation of arguments. In an contemporary study, Mark A. Runco not only stressed the relationship of creativity and critical thinking, but also stressed the importance of culture effect.

Taking this tradition, this study maintained that critical thinking skills were the core of creativity and developed a preliminary instrument, Critical Thinking Disposition Inventory in Science (CTDIS), to measure student's critical thinking skills. The CTDIS was then used to explore students' critical thinking disposition in rural and urban schools in Taiwan. Over one thousand sixth graders participated in this study. ANOVA was used for analyzing the collected data. It was found that students in rural and urban schools were significantly difference in many aspects in terms of critical thinking disposition. This study also looked into geographical/culture differences in high score and in low score groups. It showed that geographical effect was significant in the low score group, but not in the high score group. This indicates that students schooling in societal/economic disadvantage areas, needs extra concern.

An Examination on the Attitudes of Turkish Teacher Candidates in Turkey towards Teaching Job in Terms of Several Variables

Emre TOPRAK
(Erciyes University, Melikgazi-Kayseri, Turkey)
emrettoprak@hotmail.com

Teaching is an important job for all countries in the world. Undoubtedly, doing this job requires more effort, self-sacrifice and endeavour when compared with the other jobs. Besides having a strong academic knowledge, executants of this job are expected to have a natural ability of communication. Furthermore, it is desired from those people selecting teaching as a job not to take the advantages like job guarantee or working-time convenience as basic criteria.

When we examine the process of teaching job in Turkey from past to present, it is possible to say that there are important advances in the social and economical development of the job. Today the number of the staff in the Ministry of Education, most of whom are composed of teachers, is more than 600.000. In such a major organization, job commitment is the most important value.

In this research, the attitudes of Turkish teacher candidates towards teaching job have been examined. 120 4th grade students from the Department of Turkish Language Teaching in Erciyes University, Faculty of Education, have been taken as a sample in the research. The data have been collected through "attitude scale towards teaching job" which has been developed by Mehmet Temizkan, a faculty member in Mustafa Kemal University. There exist a total of 31 items in the scale.

At the end of the research a particular difference in the attitudes of teacher candidates towards teaching job has been detected. Although they have been found to feel inadequate in some fields about their jobs, it has been found that the candidate teachers like their jobs.

Multicultural Education in Teacher Training

Judit Torgyik

(Kodolányi János University College, Székesfehérvár, Hungary)
jtorgyik@uranos.kodolanyi.hu

Our schools work in diverse environments, students entering educational institutions have a wide variety of social-cultural background. Teachers experience day by day how strongly the behavior and way of thinking is determined by the norms, values, habits and traditions learnt in the family. Successful pedagogical work cannot be pictured without being familiar with the social and cultural background of students. When families belonging to diverse socio-cultural groups send their children to the same schools, the importance of knowing our students and developing intergroup relations become even more significant, since the peaceful living together, the successful school integration of minority children and achieving academic success are all calling for it.

My poster gives an overview of ways and approaches teacher training may use in the preparatory work of teacher candidates from diverse socio-cultural backgrounds.

The culture of the children, their language background, contact with parents, forming the student-teacher relationship, learning about prejudices and stereotypes are all to be well considered while training pre-service teachers. The concrete examples of successfully working good practices are also essential in the preparatory work of teacher candidates, since the can offer a positive lesson, an example to follow.

The Relation of the PlayPpreference in Childhood with the Attitude of Parental Upbringing, the Social and Spatial Anxiety in Adulthood and the Temperament

Imre András Török
(Semmelweis University, Budapest, Hungary)
torokia@gmail.com

Aim: In the modern society, according to the epidemiological figures, the social anxiety and the agoraphobia occur more often from the anxiety disorders with the highest prevalence. The two anxieties cause difficulty in traffic and social situations whose role in everyday behaviour is elemental.

The aim of our examination is to find the factors of play choosing, the role of the parental upbringing effects, and Gray's Behavioural Activation System (BAS) and the Behavioural Inhibition System (BIS) in determining spatial and social anxiety. We suppose that the play preference in childhood influences later the spatial and social orientation. At the same time there is a relation between play choosing and the temperament of the child, and the attitude of the parental upbringing.

Method. We conducted a questionnaire with 282 people aged 19-26. In our examination based on interviews, we could separate 25 plays as typical ones in a Central-Eastern Europian society, between the ages of 7 and 11. We measured the way of spatial orientation and the spatial anxiety with Lawton Spatial Orientation Scale. The temperament influences the movement towards a target in space, so we applied the Sensitivity to Punishment and Sensitivity to Reward Questionnaire (SPSRQ), which measures the behavioural activation and behavioural inhibition. We measured the Trait anxiety with Spielberger-scale. We determined the subclinical level of agoraphobia and social phobia with the FFS-scale (Fear Questionnaire for Simple Phobias), with the values of those who are one standard deviation far from the median. We measured the memories of parental relations with the EMBU questionnaire. We determined the sexual differences in the occurrence of the two disorders, the spatial anxiety and the attachment anxiety, and in the use of the navigational strategies and the temperament traits with T-probe. We found typical play groups with factor analysis in case of both sexes.

Results. The T-probe showed a significant difference in the subclinical occurrence of social phobia and agoraphobia in case of women, in terms of spatial safety, the operation of behavioural activation system and spatial orientation the values of men were higher. There was no significant difference in attachment anxiety, behavioural inhibition (BIS), the trait anxiety value of Spielberger-scale and the EMBU parental relations' factors.

The factor analysis divided 5 play factors in case of both sexes. The KMO values are adequate. The effects of parental attitude and temperament could be shown in the play factors. The labels of the factors reflect their contents, where the effect of the way of life in modern society appears. The factors in terms of plays and environment in case of boys: anxious, social, ruling the space, depending on parents, unassertive. Factors in case of girls: anxious, masculin-boyish, active-urban protected by parents, suffer from boredom – passive, lassez-faire. The warm mother behaviour had a protective role contrary to anxiety.

Conclusion. Our analysis proved the relationship based on temperament, related to the anxiety trait in the development of the subclinical level of social and agoraphobia. It is also mediated by the relationship with parents and childhood play preferences.

Transformative Learning Across Cultures: Three Sino-American Distance Learning Case Studies

Charles TOWNLEY
(New Mexico State University, U.S.A.)
ctownley@nmsu.edu

Cross-cultural transformative learning is an essential skill for the development of global society. Educational leaders worldwide must be able to respond to the needs of increasingly diverse local populations. When these leaders possess cross-cultural transformative learning skills, they can more accurately identify learning needs in their communities and are more likely to develop programs that effectively respond to the increasingly diverse needs of those communities. By practicing cross-cultural transformative learning, educational leaders can assure that local schools succeed in supporting our global society.

As individuals who prepare educational leaders, we believe that it is important for our student educators to develop cross-cultural transformative learning skills while in graduate school. When we use distance learning technologies to establish learning communities across national borders, we create laboratories for cross-cultural transformative learning, places where students can master cross-cultural skills in a work-like environment.

The goal of this paper is to present what we have learned about the teaching, cognitive, and social presences (Garrison & Anderson, 2003) that contribute to learning in a cross-cultural transformative learning community. This research addresses the following questions:

1. How do cross-cultural groups develop and operate as transformative learning communities?
2. Is one learning activity or assignment more effective than another in a cross-cultural transformative learning community?
3. Which distance education pedagogies provide useful support to a cross-cultural transformative learning community?
4. Are there minimum levels of effort (in terms of percentage of course effort) necessary for an effective cross-national transformative learning community to form?

These research concerns will be addressed by comparing the results of three Sino-American case studies which use similar pedagogies and technologies, but different levels of effort to create cross-cultural transformative learning communities between American and Chinese graduate students. We present our theoretical constructs, our instructional pedagogies, our distance technologies, and our levels of effort in an effort to understand how to create an effective cross-cultural transformative learning community. Our findings and recommendations will be useful to scholars in education and other disciplines who are committed to generating transformative learning across cultures, societies, and national borders.

Turkish Teacher Candidates' Graphing Skills

Tuncay Tunç & Ramazan Avcu
(Aksaray University, Aksaray, Turkey)
tctunc@gmail.com & avcu28@hotmail.com

The invention of graphs and graphing is central to the historical evolution of the natural sciences. Graphs are generally used to show mathematical functions, display data from social and natural sciences to analyze data in statistics and specify scientific theories. In recent years statistics has gained increased attention in our society since graphs are used greatly in media. In parallel with this, the ability to read graphs has become popular. Graphs have been found important in presenting complex relationships or pieces of information more precisely or visually. Graphs draw their strength from their capacity to summarize a lot of data in one inscription and their integration of typological features, including words and symbols, and topological features, including variously shaped lines and curves. Researches show that students have major difficulties in interpreting graphs of physical phenomena.

Since graphing has been considered as a fundamental part of mathematics and science curricula, many countries have started to include the teaching of interpretation of graphs as a curriculum topic in elementary schools. In addition, graphing is a central concept in literacy of reading, science, and mathematics. There exists reading and interpretation of graphs in Turkish Science and Technology curriculum and there are many activities and implementations that foster the ability to construct and comprehend graphs. Therefore, science teachers should be qualified to teach graph concept to the students.

The aim of this research was to see the understandings of science education program students about graphs. When preparing the items, it was intended to find an answer to the following questions:

1. Is he/she able to interpret a given graph?
2. Is he/she able to draw the graph of a given context?
3. Is he/she able to transform a given graph into other graphs?
4. Is he/she able to interpret three dimensional graphs?
5. Is he/she able to pose a problem relevant to the graph?
6. Is he/she able to write mathematical equations of graphs?
7. Is he/she able to draw the graphs of mathematical expressions?

In the first part of the study, students' ability about graph concept was assessed by means of an open ended test. At the second part of the study 10 students were randomly selected in order to see the learning difficulties about graphs. Concept test was developed by authors and three specialists in science education field helped in ensuring the validity. Data collection material consisted of 14 open ended items. There material was implemented to 150 junior and senior students studying at Aksaray University. The conceptual framework of the test about graphs was constructed by adapting the graphs being taught to freshmen and sophomores of science education in physics, chemistry and biology courses.

The results showed that primary science education program students had difficulty in comprehending and constructing graphs. In addition, translating graphs into mathematical functions and transforming a graph into another graph was also challenging for teacher candidates. This research revealed the reasons of learning difficulties.

Foreign Language Teachers' Functions in Developing Intercultural Communication

Nina TVEREZOVSKA
(National University of Life and Invironmental Sciences of Ukraine, Kiev, Ukraine)
tverezovskaya@gmail.com

The preconditions of teaching efficiency in learning a foreign language are as follows: positive emotional background of the group (it stimulates intellectual and emotional development and motivational sphere); attitude to a student as to a unique personality (it helps to maximize the expression of personal creative potentialities); novelty and topicality of academic material. In this regard, motivational factors of "Foreign Language" as a subject such as organization of the students' creative activity in and outside the classroom; interdisciplinary and intercultural communication are taken into account. The more often creative tasks which presuppose interactive activities of students and a teacher are applied in class the more intensively increases communicative competence of students, their willingness to self-perfection.

It is typical for high school teacher at to have a variety of professional pedagogical functions in order graduates could meet the needs of the market and community and subsequently scientific-pedagogical staff that makes sure this process is on track and the objectives are being achieved.

Teachers' structural and pedagogical activity is characterized by the following functional roles: gnostic, projecting, constructive, organizational, communication and educational.

The functions of pedagogical activity can result in high educational outcome; they will form professional competence of students, their positive and motivated approach towards the profession, responsibility for the results of their activities, development general culture and ethic in behavior of a professional with economic background in general and in condition of cross-cultural communication in international settings.

Deaf-Dumb and Blinds School: As an Example of Special Education in Ottoman Education System

Yunus Emre UCAN
(Erciyes University, Melikgazi-Kayseri, Turkey)
veucan@erciyes.edu.tr

One of the significant duties of a society or a country is the education of the deaf-dumb and blind children which is an important piece of special education. Integretion of these children into the society is highly admired and appreciated by both humanity and modern countries. If societies want to take part amongst the modern societies, they should have respect towards their individuals and educate them without discrimination. The aim of this study is show importance of the deaf-dumb, and blinds school which is founded in order to educate and integrete these students as a part of modernization in Ottoman Empire.

Firstly, this study will emphasize, which kind of steps were taken regarding the education of the deaf-dumb, and blind children in Europe; schools where these pupils were educated. Secondly, as a reflection of these steps, opening of the school for deaf-dumbs – efforts by Mr. Grati- in Istanbul in 1889 and thirdly opening of blinds school, phases this school had gone through, problems related to students, buildings etc were researched. Ottoman Archive in Istanbul is a very precious resource about our essay, so information that are used in the essay about school founded in Istanbul are based on the original documents from the archive.

The only school which had been opened in Istanbul in order to educate children with special needs, had gone through difficult times mainly due to the lack of a detached building and financial problems. Although at one point the school had faced a possibility of closure, opening of such a specialized school and the idea of nurturing the deaf-dumb and blind children to become responsible citizens in the future had been a wonderful sample for its projected kinds. For this reason in the essay; the Ottoman Empire's point of view, establishment of this educational institution, problems faced and their solutions have been examined. Consequently, I consider that data about the subject will be helpful reference for researchers whom studying about special education, history, education history and specialized schools.

Elementary Education: Determination of Needs in Guidance for a Group of Gypsy Children

Gulsen Varlıklı & Ayla Akbas
(Kocaeli Universitesi, İzmit-Kocaeli, Turkey)
gulsen@kocaeli.edu.tr & dr.ayla.akbas@gmail.com

The purpose of the study was to determine developmental needs of a group of gypsy children between 10 to 14 years old (n=46). The second phase of the study was a semi-structured psycho-social support program which determined based on developmental needs. Our sample group was the gypsy students who continue to the 6th, 7th and 8th classes in 8-year compulsory elementary education program. These students voluntarily participated in the study. For the identification of developmental needs, (1) *Socio-demographic information form* which is developed by researchers for this study and (2) *O-form* of Problem Scanning Test which is developed for 6th, 7th and 8th classes, were implemented. The implementations based on the data collection tools were completed within a period of four weeks. Socio-demographic information form consists of 20 objective questions which were intended to recognize students' personal, social, family and school status and conditions. *O-form* of Problem Scanning Test contains 177-item issues list about child's personal (physical and psychological) health, family, school (teachers' attitude, lessons and exams), friends, career choice and future which reflects what children perceived as a problem. The evaluation studies on the resulting data are ongoing.

The Role and Importance of Student Teachers Self-awareness in Pre-service Teacher Education

Márta VINNAI
(University of Miskolc, Miskolc, Hungary)
vinnai.marta@pr.hu

The primary aim of the presentation is to find the answer to the following questions. How far am I right in thinking that

1. a certain level of self-awareness and conscious self-evaluation are essential criteria of the teaching profession
2. self-awareness is an inalienable prerequisite of self-evaluation
3. teachers' ability to build a concept of self and evaluate themselves is an important objective in pre-service teacher education
4. the role and responsibility of teacher educators are enormously great in this process and they have a lot to do to foster student teachers' self-evaluation and make it more conscious.

The teaching context itself can be supportive in the development of student teachers' self-evaluation as well as building a fruitful and reliable relationship with the student teachers.

Who am I? This question emerges on a daily basis and it is equally important and exciting both in our professional and private life. Nowadays it is necessary to include multicultural competences in the training of all people involved in teaching. Self – awareness is not a picture of the self which was created once but it is rather an ongoing process which has some new features in the 21st century:

- developing and understanding of and respect for the patterns of other cultures
- broadening of one's own patterns of cultural behaviour
- being able to use cultural rules in a flexible way
- being able to adopt selected norms from other cultures

I am convinced that to build up attitudes of respect for cultural diversity, for personal and other cultural identities and to become aware of one's own cultural perceptions, stereotypes and prejudices, to be self- critical towards one's own point of view should be emphasised in teacher training.

These factors can improve the quality and effectiveness of teacher education to the same extent as the subject matter knowledge itself.

Intercultural Communications in Belarus

Szabolcs ZALAY
(University of Pécs, Pécs, Hungary)
zalaysz@gmail.com

Thanks for the Hungarian Association for Development of Adult Education we were in Belarus with 9 Hungarian young people in 2009. The camp's aim was an ecological camp's construction. It was the first step of a good idea, thanks for the Mercator Foundation from Germany. Three nations, three camps, three years are the fundament of idea in the interest of a worthy aim. The aim is a virtual eco-camp in them minds for life which can be lived. The camp's exterior story but secondary one is of importance. The essence reside in the human contacts. The young adults learn from each other most during work and game.

There are some another aim, for example the connect in global and search the solution of the ecological problems all over the world. The local organization, had bought a country house. That house is a good object for the learning about the nature. Jungle we killed a thicket off in a former apple grove, öko-toalet carpentered, we built a crude sauna, we repainted it concerning the little cottage, preserved because of the adversities of the weather.

Believes, we attended community building group occupations where we competed in different compilations with each other in a noble competition afternoon on all of them, the camp cooks with his syllabus through related tasks, according to the undermentioned program generally.

The German, the Hungarian and the Belarussian groups an evening had made their nation show for Presentation about them. Dancing together onto the different folks' songs was strange, to taste each other's foods, to hear about an other country's ecological situation. The Hungarian evening was on July 25th. The first step was a drop of snaps, after it was a tasty stew for the dinner, from which everybody got him, before it, after it delicate Hungarian wine from the noon borderlands. We sang Hungarian folksongs as the part of the program, and the surprise was a poem like that, Babits's "Fekete ország" after the inspiration of his poem, that was born locally on an English language in order for everybody to understand it there, then onto German, onto Belarussian and it was translated into Hungarian. So started the intercultural communications between youngs of three nations.

General Characteristics in the Linguistic Molding of the Greek Minority Learners in the Region of Gjirokastra.

Mimoza ZEKAJ
("Eqrem Çabej" University of Gjirokastra, Gjirokastra, Albania)
mimoza_zekaj@yahoo.com

The linguistic molding of the Greek minority region in Albania is realized as a bilingual education. As Albanian citizens, they acquire languages, the mother and official language and they participate equally in the political, economic, social and cultural life of the country. To give a better presentation of the characteristics of linguistic molding of the minority learners, we should treat the relationship between linguistic and non-linguistic factors that influence the results of bilingual education. In this qualified process, school is one of the essential elements. Due to its characteristics, it helps with the transmission of knowledge, in a full bilingual molding as well as the acquisition of different subject contents.

The minority child attends the first class at elementary level school as a monolingual and according to the school curricula; firstly he comes into contact only with the mother tongue. During the second term, he attends an oral course for a few classes a week which serve as presentation and he is introduced with the Albanian language. Through this course, the learner learns a limited vocabulary including words related to school, home, learners, families, games, food. With the passing of time, they are able to create simple sentences. Anyway, in the elementary level the school environment is monolingual. The high level the Albanian language is used as a means of many subjects acquisition. During the last years of this education, Albanian language is seen as an opportunity for a further education among other possibilities.

The role of textbooks is very important for the minority integration within the activity of the official state. Considering the way the textbooks are structured, with the sections either the Greek or Albanian ones, it shows that the contents of these books are as an improving model of two languages, assisting each language and a logical interaction between languages.

In the elementary level the official language acquisition occurs gradually through the school text, while in the 5-th grade he faces the difficulties of an inevitable overload. In this class the learner's awareness as a bilingual is coupled with linguistic and non-linguistic factors.

One of these difficulties is the changes of codes, a complex phenomenon of various forms. In the high level, this change is related to the interchange of subjects, one class in Albanian language among one in Greek language. In case he can not find the word in Albanian language, the learner operates with the word in Greek.

This mixture associates the Albanian language through their whole life. While in higher levels the learner makes an intensive use of the Albanian language by facing the subject load developed in Albanian. Also they intend to further their studies in Albanian language.

Basic Components of Intercultural Competence of Students Majoring in Economics

Olena ZELIKOVSKA

(National University of Life and Invironmental Sciences of Ukraine, Kiev, Ukraine)
option005@bigmir.net

Business communication between the representatives of different lingvocultural communities requires not only linguistic knowledge, but cross-cultural awareness as well as the ability to implement it in different professional communication settings. To meet these market requirements there is a need to develop intercultural competence in the students majoring in economics.

Intercultural competence is the result of compound interaction of a number of competencies: 1) teaching foreign language through the development of foreign language communicative competence, 2) developing and intensifying of interdisciplinary vision achieved through the integration of professional competence, 3) building students' cross-cultural awareness, 4) academic competence leading to students' proactive position in studying, their responsibility for learning outcomes through cooperation with the teacher, 5) strategic competence resulting in lifelong learning.

Consequently, intercultural competence involves background knowledge about different cultures, the way they do business and national communicative styles; the ability to overcome communication barriers and be open-minded in cross-cultural dialogue. ESP teachers should work out models and methodology to encourage students to be able to spot cross-cultural issues, build efficient cross-cultural communication strategy, show empathy and tolerance towards communicants of different cultural background.

Cross-cultural competence of prospective economists is an integration of professional, subject, cross-cultural and pragmatic awareness and their actualization strategies.

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Abstrakts

MA Deutschlehrerausbildung am Lehrstuhl für Deutsche Sprach- und Literaturwissenschaft der Universität Miskolc

Gabriella Bikics
(Universität Miskolc, Miskolc, Ungarn)
bikicsg@freemail.hu

Am Lehrstuhl für Deutsche Sprach- und Literaturwissenschaft der Universität Miskolc werden etwa seit 20 Jahren Deutschlehrer ausgebildet. Das Profil der ersten Jahre war die 3jährige Ausbildung von Sprachlehrern, die nur das Fach Deutsch aufnehmen mussten. Dieser Form folgte die 4jährige Ausbildung von Deutschlehrern, die schon zwei Hauptfächer haben mussten und Diplomlehrer für Deutsche Sprache und Literatur wurden. Nach der Einführung des Bologna-Prozesses wurde am Lehrstuhl das Grundfach Germanistik mit zwei Spezialisationen akkreditiert, die fakultativ zu wählen sind: „Sprache und Sprachgebrauch" und „Projektreferent für deutsche Sprache und Kultur". Nach einem langen Organisierungsprozess wurde auch die MA Deutschlehrerausbildung akkreditiert. Die ersten Studenten nahmen ihr Studium in diesem Fach im Jahre 2009 auf. Die MA Deutschlehrerausbildung für Fernstudenten begann mit 40 Studenten in zwei Gruppen, die Teilnehmer waren größtenteils Deutschlehrer, die über langjährige Berufserfahrungen im Bereich Deutsch als Fremdsprache verfügen und in der Mehrheit auch zurzeit in verschiedenen Mittelschulen unterrichten. Am Ende ihrer Ausbildung, die insgesamt zwei Semester dauerte, haben wir unsere Erfahrungen ausgewertet und evaluiert. Die Lehrer haben einen Fragebogen ausgefüllt. Sie hatten die folgenden Fragen zu beantworten:

1) In der MA Deutschlehrerausbildung hat mir konkret gefallen, dass…
2) In der MA Deutschlehrerausbildung hat mir konkret nicht gefallen, dass…
3) Wie/wann und in welchem Maße entwickelten sich meine Kenntnisse in den folgenden Bereichen:
   a) Kognitive Fähigkeiten
   b) Sprachliche und kommunikative Ausdrucksfähigkeit in Wort und Schrift
   c) Sprachlich-kommunikative strukturierende und präsentierende Fertigkeiten in Wort und Schrift
   d) Motivation
   e) Fachmethodische Kenntnisse (Stundenplanung, Stunden-organisierung, Stundenhaltung)
   f) Problemerkennende und poblemlösende Fähigkeiten
   g) Fähigkeit zur Reflexion
   h) Soziale Fähigkeiten
   i) Informationstechnologische Fähigkeiten
   j) Technische Fähigkeiten
4. Wo erkenne ich Veränderungen in meiner Unterrichtspraxis im Vergleich zu meinen früheren Unterrichtsmethoden?
5) Wo habe ich ein Mangelgefühl?

In meinem Beitrag werden augrund der Analyse und Bewertung der ausgefüllten Fragebögen die Erfahrungen des ersten Jahres der MA Deutschleherausbildung zusammengefasst.

Die Pädagogik der Bildung höheren Grades – aus unterrichtspolitischem Aspekt und aus dem Aspekt des Arbeitsmarktes

Erzsébet KAZARJÁN
(Schola Europa Akadémia, Budapest, Ungarn)
schola@esa.hu

Die (Fach)Bildung der jungen Erwachsenen stellt die Unterrichtssysteme in Europa und auch die heimische Unterrichtspolitik vor eine immer schwerere und größere Aufgabe. Durch die im wirtschaftlichen und gesellschaftlichen Leben zur Geltung gekommenen andauernden Veränderungen wurden die Rolle und die Funktion von Unterricht, Bildung, Lernen und ferner die Rolle der Schule umgewertet. Lernen und Wissen sind wichtige Faktoren des wirtschaftlichen Lebens, dies stellt gegenüber der Qualität des Wissens hohe Erwartungen.

In der sich immer mehr international werdenden Wirtschaft sind die Offenheit gegenüber anderen Kulturen und die Anpassungsfähigkeit an die mehrsprachige Arbeitsumwelt zur Erhöhung der Wettbewerbsfähigkeit unersetzlich.

Die Mobilität am Arbeitsmarkt verknüpft sich eng mit der unterrichts- und bildungsbestimmten Mobilität, da all diejenigen den Erwartungen leichter entsprechen, die einen Teil ihrer fachlichen Übung in einem anderen Land verbringen, die schon während ihrer Bildung die Kultur eines anderen Landes kennenlernen können und die Ansprüche der internationalen Arbeitsumwelt hautnah erfahren können. Das primäre Ziel der Mobilitätsprojekte ist die Förderung der fachlichen und sozialen Kompetenzen. Gemäß den Leonardo-Erfahrungen ist die Ausbildung einer neuen Bildungs-Lernens-Form im Gang. Im Fall der unter den Rahmen der Mobilitätsprogramme verwirklichten fachlichen Übungen kann man über ein hohes Motivationsniveau und im Zusammenhang damit auch über die größere Nutzung der erworbenen Erfahrungen sprechen. Dieses eigenartige, sehr wirksame pädagogische Mittel ist auch nur aus diesem Grunde einer tieferen Forschung wert.

Auf Wirkung der Mobilitätsprojekte zeigt die Sichtsweise der unterrichtenden Lehrer und die der teilnehmenden Schüler eine Veränderung in positive Richtung. Diese Praxis verknüpft nämlich die Tätigkeit mit gelernten Vorgängen, der Unterschied zwischen den Wänden der Schule und der im Ausland verbrachten Übung ist messbar. Die Institutionalisierung der Mobilität ruft unterrichtsorganisatorische Probleme und Interessenzusammenstösse hervor, gleichzeitig schöpft sie aber auch die Kraft der Mobilitätskultur, da sie solche Tugenden und Möglichkeiten der Reicherung der Lernumwelt demonstriert, wozu das heimatliche, in die „Lernfach-Unterrichtsstunde-Struktur" gezwängte Schulsystem nicht gerade fähig ist.

Meine Forschung beweist die Hypothese: die Mobilitätsprogramme haben einen nicht ersetzbaren Platz und Rolle in der Fachbildung – besonders in der Fachbildung höheren Grades, die Sozialisation der Schüler und Studenten, die Förderung ihrer Kompetenzen, damit sie in Wettbewerbsfähigkeit am Arbeitsmarkt gute Ergebnisse aufweisen. Die Etablierung und Verbreitung dieser in der internationalen Praxis schon bewährten Lernform wäre also auch hierzulande nötig.

Mit meiner Forschung möchte ich dazu beitragen, dass sich die Sichtsweise der Mobilitätspädagogik in den Schulen und auch in den Kreisen der Entscheidungsträger etabliert.

Ungarische Sprachbücher als Spiegel des Ungarnbildes

Erika KEGYES
(Universität Miskolc, Miskolc, Ungarn)
kegyera@gmail.com

Wie schon der Titel dieses Beitrages reflektiert, wird hier anhand einiger ausgewählter Sprachbücher der ungarischen Sprache für Anfänger und Fortgeschrittene das über Ungarn vermittelte Bild aus dem Aspekt des aktuellen interkulturellen Landeskundekonzepts für Fremdsprachen kritisch unter die Lupe genommen.

Dabei wird die Meinung vertreten, dass die Lehrbücher nicht nur als Sprachführer, sondern immer auch als landeskundliche Informationsquellen fungieren. In unserem Fall heißt es, dass die Lehrbücher der ungarischen Sprache als Ungarnführer eine enorm wichtige Rolle im Prozess des interkulturellen Fremdsprachenlernens ausüben. Viele Ausdrücke und Benennungen, die in den Sprachbüchern des Ungarischen als Fremdsprache vorkommen, funktionieren als Realien, die nur vor Hintergrund landeskundlicher und interkultureller Kenntnisse tiefer und präziser erklärt und verstanden werden können. In diesem Sinne hat das Zauberwort Interkulturelle Landeskunde eine Basiskenntnisse vertiefende Rolle. Natürlich ist es klar, dass die Sprachbücher in landeskundlichen Fragen nicht als Konversationslexika oder Nachschlagewerke zu betrachten sind, jedoch sollen für die in den Sprachbüchern angesprochenen landeskundlichen Themen Interesse erwecken und zum Nachlesen anregen, und vor allem: reale, stereotypenfrei Informationen vermitteln. Die Lehrbücher können einfach die an sie gestellte Forderung weder methodisch noch thematisch umgehen, über das Zielsprachenland und seine Menschen kulturelles Wissen zu vermitteln, von der Begrüßung und Anrede über die Speisen- und Getränkenamen bis zu einzelnen Etappen der politischen und gesellschaftlichen Kultur soll alles ein wichtiger Bestandteil von Interkultureller Landeskunde sein.

Wie wir sehen, der Bergriff Landeskunde hat eine fast unbegreifliche Weite und Breite, welche Tatsache dazu führte, dass dieser Begriff in vielen Situationen mindestens aus zweierlei Gründen undefiniert bleibt: (1) der Begriff spricht für sich, es bedarf keiner weiteren Erklärung mehr, (2) der Begriff ist so ominös, dass er gar nicht erklärt werden kann. ‚Landeskunde' ist aber landesspezifisch. Auch dann geht es hier um Besonderheiten eines Landes, wenn der Ansatz, dass es beim Fremdsprachenlernen weniger um einen Raum oder Region („Land") geht als vielmehr um eine sprachlich geprägte kulturelle Orientierung (vgl. Buttjes 143) im Unterrichtsprozess eine breite Geltung fand. Dies gilt auch aus der Perspektive, dass die Sprachbücher aus dem Aspekt der Interkulturellen Landeskunde ziemlich stereotypisch vorgehen. Man findet sich ja in einer alten Zwickmühle vor: eine Art von Selbstbild müsste in den Lehrwerken fixiert werden, jedoch erscheint das Bild des Landes so fremd für uns. Der Autor/die Autorin des Lehrwerks versetzt sich ja in die Rolle eines Außenbetrachters und schaut auf die eigene Kultur mit fremden Augen. Dieser Verfremdungseffekt vermag zu erklären, warum das Ungarnbild in manchen Sprachbüchern des Ungarischen so kühl und emotionsfrei dargelegt und mit so vielen Stereotypen belastet wird.

Über die philosophischen Arten der Legitimation der Erziehungsethik

József KORMOS
(Pázmány Péter Katholische Universität, Piliscsaba, Ungarn)
kormos.jozsef@btk.ppke.hu

Es stößt immer auf Schwierigkeiten, jene Wissenschaften zu definieren, in denen zwei, auch selbstständig zu interpretierende Begriffe auftreten, wie z.B. Religionsphilosophie, Rechtssoziologie usw. So sieht es auch im Falle der Erziehungsethik aus. Ist sie zu den pädagogischen oder zu den philosophischen Wissenschaften zu zählen? Aus welchem Aspekt ist die Definition richtig und relevant? Einerseits versucht die Erziehungsethik die Erziehung selbst aus ethischem Gesichtspunkt zu legitimieren, und das kann viele Fragen aufwerfen. Wer, wann, wie und warum darf erziehen? Welchen moralischen Grund hat es, dass einige Menschen andere erziehen dürfen? Andererseits enthält der Prozess der Erziehung viele ethische Momente, z.B. Normen- und Wertvermittlung, Beispielzeigen, Hilfe und Beschützung, Belohnung und Strafe usw. Wer darf welche Normen, bzw. welche Werte vermitteln? Wem soll geholfen werden und wen soll man beschützen? Welchen moralischen Grund haben Belohnung und Strafe?

Bei beiden Annäherungen tauchen ähnliche Probleme auf. Die traditionellen Lösungen bauen sich aus einem einheitlichen Menschenbild, das von irgendwelcher Wissenschaft formuliert wurde, oder im schlechteren Fall, aus einem religiös-ideologischen Menschenbild auf. Beide Lösungen halten entweder die Gesichtspunkte nur der Erziehung oder nur der Ethik vor Augen. Ihre Ergebnisse sind im Allgemeinen die verschiedenen Vorschriftensammlungen, Kodexe oder Rechte, die auf den einzelnen „Schauplätzen" der Erziehung, oder im Falle eines bestimmten Problems nützlich sein können und auch Lösung geben können. Aber zugleich, an die Erscheinungen der modernen Gesellschaft geknüpft, braucht die Pädagogik heute eine ethische Legitimation mit allgemeiner Geltung. Diese Legitimationsversuche können sich in hohem Maße an die Ergebnisse anlehnen, die in den verwandten Gebieten der zeitgenössischen Philosophie entstanden sind. Über die Bekanntgabe der heutigen Legitimationsprobleme der Erziehungsethik hinaus sucht der Vertrag die Antwort auf die folgende Frage: Wenn die Erziehung tatsächlich als ein spezielles Gebiet, also als ein Gebiet der gesellschaftlichen Aktivität interpretiert wird, das mit ethischen Momenten am besten „durchgezogen" ist, wie können wir auf die anwesende Legitimationskrise anhand der für universale Gültigkeit offenen Theorien der kommunitarischen Ethik, der Gerechtigkeitstheorie, der kommunikativen Ethik und der feministischen Ethik eine Antwort geben?

Hybride Lernumgebungen aus der Sicht von Fachsprachenlehrern

Ferenc Kósik
(Budapester Wirtschaftshochschule, Budapest, Ungarn)
kosik.ferenc@kkfk.bgf.hu

Obwohl die Auseinandersetzung mit Sichtweisen und Überzeugungen von Lehrenden auch hierzulande eine beachtliche Tradition aufweist, blieben die Sichtweisen der an unseren (Fach)Hochschulen tätigen Fachsprachenlehrer/innen auf hybride Lernumgebungen bisher weitgehend unbeleuchtet. Dies gilt ausdrücklich für den Bereich „Geschäftskommunikation Deutsch" und dessen Bestandteil „Deutschsprachige Kommunikation im Management internationaler Geschäftsprozesse". Auch neueste Forschungsergebnisse belegen die Erkenntnis, dass die Sichtweisen von Lehrenden als besonders handlungsrelevant zu betrachten sind. Sie beeinflussen sowohl die Unterrichtsplanung als auch das unterrichtliche Handeln der Dozierenden stark mit. Deswegen sollte sich auch die Fachfremdsprachendidaktik jenen Forschungsaktivitäten intensiver anschließen, die auf eine systematische Analyse der Sichtweisen, der Überzeugungen und der subjektiven Theorien der Fremdsprachenlehrer/innen abzielen.

Im Mittelpunkt des Vortrages stehen die vorläufigen Ergebnisse einer unter Fachsprachenlehrern und -lehrerinnen durchgeführten Umfrage. Die Datenerhebung erfolgte mittels eines Fragebogens im Frühlingssemester 2010 an der Fakultät für Außenwirtschaft unserer Hochschule. Dabei wurden die Sichtweisen der Befragten zu hybriden Lernarrangements (Blended Learning) mit einem Wechsel aus Präsenzunterricht, Fernunterricht und computergestütztem Unterricht erfasst. Der Schwerpunkt lag auf der Fragestellung, welchen Stellenwert Fachsprachenlehrende hybriden Lernumgebungen bei der Planung bzw. Steuerung von Sprachlernprozessen beimessen. Darüber hinaus wird auch der breitere Forschungskontext unserer aktuellen Erhebung zu den ausgewählten Lernumgebungstypen kurz erörtert.

Gemeinde, Schule und Gemeinschaft

Tamásné LAKI
(Universität von Pécs, Pécs, Ungarn)
mustarmag@mustarmag.hu

Das Referat hat sich zum Ziel gesetzt, einige Aspekte des Zusammenhanges Schule und Gemeinschaft darzustellen. Es werden drei Fragen gestellt, die aber gewillt nicht eindeutig beantwortet werden, sondern die verschiedenen möglichen Antworten werden genannt oder weitere Forschungswege werden gezeigt.

Was für eine Rolle spielen die Schulen im Leben einer Gemeinschaft? Kann die Schule das Symbol einer Dorfgemeinde sein? Warum nehmen einige Dörfer so viel Mühe, um eine Schule unterhalten zu können? Was bedeutet die Schule für die einzelnen Mitglieder der Gemeinschaft? Aufgrund europäischer Untersuchungen der letzten 20 Jahren werden einige mögliche Antworten angeboten. Das Referat gibt in dieser Hinsicht auch einen kurzen Überblick über kleinere Schulen, die von Kirchen oder zivilen Organisationen gegründet wurden.

Wie verhalten sich die Gemeinde, die Schule und die kleineren Gemeinschaften? Oft gehören Schulen einer Ortsgemeinde oder einer kirchlichen Gemeinde an, aber es gibt ganz viele Fälle, wo die Situation gar nicht so klar ist, wo es keinen bestimmten „Wirt" einer Schule gibt. Es werden einige konkrete Beispiele dargestellt, die verschiedene mögliche Variationen zum Zusammenhang Gemeinde – Schule – Gemeinschaft zeigen.

Wie sind die Gemeinschaften innerhalb der Schulen? Kann man Charakterzüge der einzelnen Schultypen feststellen? Einige Forscher formulieren Erwartungen, und es gibt Verfasser, die diese Gemeinschaften analysieren. Wie sind die Gemeinschaften der Kleinschulen und der jahrgangsübergreifenden Schulen? Die Erfahrungen der Praxis, der pädagogischen Forschungen und anderer Wissenschaften werden hier kontrastiert.

Im Referat werden die Ergebnisse früherer empirischer Forschungen in verschiedenen europäischen Ländern verglichen, verschiedene quantitative und qualitative Untersuchungen dargestellt. Das sind Ergebnisse, die bereist bekannt sind, die Neuigkeit dieses Referates liegt darin, dass Tatsachen oder Gedanken nebeneinander gestellt und aufeinander bezogen werden, was neue Wege in neue Forschungsrichtungen öffnen kann. Außerdem werden einige kleinere Untersuchungen vorgestellt, die ich in den letzten Monaten selbst durchgeführt habe. Ergebnisse eigener Schulbeobachtungen, Interviews und Elternbefragungen werden hier präsentiert.

Multikulturelles Fertigkeitstraining im Bereich des Bücherverkaufs – Prävention von Personalrisiken in der Organisation

Hristina MIHALEVA
(Universität „Assen Zlatarov" Burgas, Burgas, Bulgarien)
ch.michaleva@abv.bg

Das Management von Risiken des Humankapitals steht in zahlreichen Unternehmen noch am Anfang. Kosten und Risiken in Human Resources werden meistens unterschätzt. Da das Humanpotential ein umfassender Erfolgsfaktor ist, drängt sich im Sinne einer Früherkennung ein umfassendes Personalrisikomanagement auf. Dabei ist der Chancen-Risikofaktor beim Personal schwieriger zu steuern als die Produktion, Finanzen oder der Einkauf von Rohstoffen.

Kultur beeinflusst und prägt das Denken, Fühlen und Handeln der Menschen. Ein Arbeits- und Führungsstil wie er in Amerika selbstverständlich ist, erweist sich in Bulgarien mitunter als unangemessen und kontraproduktiv. Kultur offenbart sich als ein spezifisches System von Werten, Normen, Regeln und Einstellungen, das nachhaltig das Verhalten der Mitglieder einer Gruppe, Organisation, Gesellschaft oder Nation beeinflusst.

Integratives Trainingskonzept für Entwicklung der interkulturellen kommunikativen Kompetenz von Studierenden im Kontext der internationalen Bildungsmobilität

Bistra MIZOVA
(Sofioter Universität St. Kliment Ochridski, Sofia, Bulgarien)
bistra_mizova@abv.bg

Die gegenwärtigen Prozesse der Globalisierung und transkultureller Mobilität erzeugen einen hohen Bedarf an Wissen und Reflexion über andere Kulturen und zivilisatorische Hintergründe, sowie effiziente Fähig- und Fertigkeiten im Umgang mit deren Vertretern. Eine der heutzutage wichtigsten Herausforderungen für die jungen Menschen, die sich an Kultur- und Bildungsaustauschprogrammen beteiligen, bezieht sich auf die Erlangung erfolgreicher Strategien zu Sich-Verbinden und Co-Agieren mit Menschen aus anderen Kulturen. Aspekte wie Motivation, Reflexion, Wissen, Toleranz, Empathie und adäquate Verhaltensmuster im Umgang mit Angehörigen anderer Kulturen, sowohl innerhalb als auch außerhalb des eigenen Landes, sind Bestandteile einer komplexeren Frage – eben diese nach der interkulturellen kommunikativen.

In unserem Beitrag verschaffen wir einen zusammenfassenden Überblick über verschiedene theoretische Ansätze und Trainingsmodelle für Entwicklung der interkulturellen kommunikativen Kompetenz, indem wir zugleich deren Vor- und Nachteile diskutieren. Darüber hinaus liegt der Schwerpunkt unserer kritischen Auseinandersetzungen mit der Interkulturalitätsproblematik auf der Begründung und Präzisierung eines integrativen Trainingskonzeptes für Kommunikations-kompetenzförderung der Studierenden in multikulturellen Milieus. Betont wird auch die Unentbehrlichkeit der Evaluation der Bedürfnisse und Erwartungen von der Trainingszielgruppe. Diesbezüglich beruht unsere These auf zwei Annahmen – zum einen liefert die Bedürfnisevaluation einen klaren Überblick über Wissen, Sensibilität, Reflexionsbereitschaft und momentane Fähig- und Fertigkeiten der Teilnehmer als Eingangszustand am Anfang des Trainings und zum anderen ermöglicht diese Evaluation eine flexible und effektive Planung und Gestaltung des Trainingsprogramms.

Die Begründung und Darstellung eines integrativen und bedürfnisorientierten Trainingskonzeptes setzt an drei wichtige Kompetenzdimensionen an – die kognitive, affektive und verhaltensrelevante, deren ausbalancierte Entwicklung für die Prägung der interkulturellen kommunikativen Kompetenz erforderlich ist. Auf der individualpsychologischen Ebene sollte das zur tatsächlichen und effizienten Veränderung von Einstellungen der Studierenden zu sich selbst und der Umgebung führen, und auf der soziokulturellen – deren Erfolg bei der Adaptation, dem Funktionieren und Interagieren in multikulturellen Diskursen gewährleisten.

Das Beispiel von Berettyóújfalu: der Weg zu einer Schülerstadt

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

Ziel der Forschung: ist zu wissen, ob die schon vorhandenen, statistischen Angaben von 2002 noch heute gültig sind? Oder sind die Lebensverhältnisse im Kleingebiet von Bihar inzwischen schlechter geworden? Wenn ja, ist es dann noch möglich mit der Gründung einer Hochschule dabei zu helfen? Was halten die Jugendlichen derzeit über eine Hochschulgründung von Berettyóújfalu? Weiterhin: wie ist das Niveau der Mittelschulen der Gegend? Welche Fächer sind am meisten von den Teenagern beliebt? Was machen sie in ihrer Freizeit? Wollen sie an überhaupt an Hochschulen und Universitäten studieren?

Die Methode der Forschung: Bei der Auswertung der Antworten wurde das mathematische Programm SPSS verwendet. Der Vergleich, die Nachschrift und die Auswertung der beiden Aufnahmen wurden auch durchgeführt. Die Ergebnisse ließen sich in Tabellen und Grafiken gut erfassen.

Die Ergebnisse der Forschung: Die allgemeinen Lebensbedingungen wurden schlechter. Die Zahl der Geburten und die Anzahl der Bevölkerung sind weniger geworden. Demgegenüber erhöhte sich die Zahlenreihe der Arbeitslosen, und immer mehr Menschen wollen auf andere Gebiete des Landes, oder lieber ins Ausland ziehen. Zum Glück sind welche, die noch ausdauern und am Ort bleiben wollen. Das Niveau der Mittelschulen ist aber gut geblieben. Die Schüler aus 72 Siedlungen beweisen es. Das alles zu bestätigen wurde 2008 die Integration für das Fachbildungszentrum der Gegend (TISZK) ins Leben gerufen. Die Jugendlichen würden eine Hochschule in der Stadt willkommen heißen. Ihre guten Zeugnisse in der Schule, ihr Interesse für Kultur und Teilnahme an Sportveranstaltungen bemächtigen sie dazu, ein Studium aufnehmen zu können.

Die allgemeine- und bildungspolitische Relevanz: Wegen des absinkenden Lebensniveaus und der degressiven Bevölkerungszahl, plus der Abwanderung der Jugendlichen sollte man diese negativen Tendenz anhalten. Eine am Ort existierende Hochschule könnte nicht nur die Jugendintelligenz vor Ort festhalten, die Wirtschaft aufschwingen lassen, sondern auch das allgemeine Gefühl verändern. Es würde den Menschen anziehend wirken, es wäre möglich, Arbeitsstellen zu schaffen und das Alltagsleben zu verschönern.

Elektronische Lehrumgebungen – Die Rolle des Internets und Web 2.0 in der Erziehung

Réka RACSKO
(Eszterházy Károly Hochschule, Eger, Ungarn)
racskoreka@gmail.com

Im 21. Jahrhundert spielen die elektronischen Medien und das Netzwerk im alltäglichen Leben eine immer größere Rolle. Knapp die Hälfte der menschlichen Kommunikation benutzt das Internet als eine potenzielle Alternative. Für die jüngere Generation sollten daher diese Möglichkeiten durch den Prozess des Unterrichts effizienter gemacht werden, aber sie sollten darauf auch mit kritischer Sichtweise schauen. Um dies erreichen zu können, brauchen die Lehrer die Methode der elektronischen Lehrumgebungen in hoher Qualität zu erlernen. Im Hochschulwesen gibt es schon viele Möglichkeiten und Initiativen, die beste Anwendung und Methode zu demonstrieren, aber die Lehrer haben keine praktischen Quellen, wie das die nützlichen Web-Anwendungen und Schirmseiten der Lehrmaterialien von Internet zeigen. Mit dem Verbreiten des Webs 2.0 hat sich die Gelegenheit, das Netzwerk beim Unterricht zu nutzen, verdoppelt.

Vor einem halben Jahr begann ich eine Art von Guide (also Ratgeber) mit Bildern (Screenshot) und Links zusammenzustellen, und ich habe vor, diese Sammlung ständig zu erweitern bzw. durch kurze Beschreibungen zu ergänzen. Die Webseiten und die kostenlosen Softwares sortiere ich nach Fächern wie zum Beispiel Mathematik, Geschichte, Fremdsprachen. So können die Lehrer die Anwendungen von Web 2.0 ganz einfach und schnell in den täglichen Unterricht integrieren. Ich denke hier beispielsweise an Wikipedia und an die Dienstleistungen von Google, an Begriffsmappen usw.
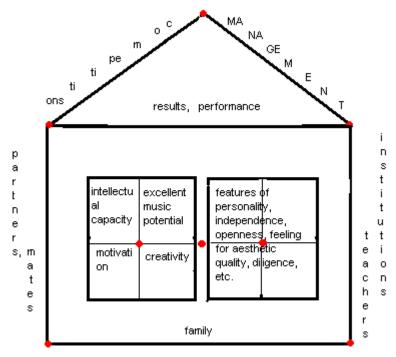
In meinem Beitrag stelle ich auch einige Innovationen unserer Hochschule vor, ich möchte unsere Erfahrungen und Ergebnisse an die Interessenten weitergeben. Meiner Meinung nach stellen „digital literacy" und „ICT" zwei Knotenpunkte der wichtigsten Entwicklungsbereiche in Ungarn und in der Europäischen Union dar, mit beiden müssen wir in Zukunft immer mehr rechnen und all die Möglichkeiten, die sie ermöglichen, erkennen. Bei der multikulturellen Erziehung kann das Netzwerk und das „digital literacy" „den digitalen Abgrund" der Kulturen verhindern.

Grundgedanken über die musikalische Begabung

Dóra Rózsáné Szabó
(Kölcsey Ferenc Reformed Teacher Training College, Debrecen, Ungarn)
rozsadrszabo@gmail.com

Im Beitrag wird zuerst der Begriff des Musiktalents ausführlich behandelt. Es ist meist äquivalent mit musikalischer Begabung, oft mit Musikalität. Aber für die musikalische Entwicklung sind mehrere Modelle bekannt. Die Merkmale musikalischer Begabung stelle ich mit Hilfe meines „Haus-Modells" dar, das ich in meiner Dissertation (2008) herausgearbeitet habe.

Das Haus ist ein Symbol, wo man sowohl innere als auch äußere Faktoren zeigen kann, die sehr wichtig sind. Es ist zu sehen,

- dass der Aufbau nicht ohne Struktur ist, und die musikalische Entwicklung ein Prozess ist,
- dass die Wirkung der Umwelt (selbst das „Haus") und die persönlichen Fähigkeiten und Eigenschaften (in den Fenstern) beiderseits beachtet werden müssen,
- was für ein Zusammenhang zwischen den Zusammensetzungen ist.

Mein Forschungsziel war, durch Fragebogen und Tests (Super, Eysenck Personality Qestionnaire, Survey of Interpersonal Values) den Unterschied zwischen Musikschülern (17-19 Jahren) mit guten Leistungen und mit überdurchschnittlichen Leistungen erkennen zu können. In meinem Referat möchte ich die Forschungsergebnisse präsentieren. Musikalische Hochbegabung zeigt sich im Allgemeinen sehr früh. Musikalische Förderung beginnt im Elternhaus und setzt sich in Schulen fort. Die Entwicklung musikalischer Begabung muss man durch eine spezielle Förderung unterstützen. Die Eltern und die Lehrer haben das Talent musikalisch besonders begabter Kinder durch einen richtigen Einfluss zu entwickeln.

Mehrsprachigkeitsdidaktik: wie sich Fremdsprachenlehrende und -lernende der Herausforderung stellen

Csilla Ruff
(Norduniversität Baia Mare, Baia Mare, Rumänien)
ruffcsilla@yahoo.com

Eine größere Mobilität, effektivere Kommunikation und intensiver Informationsaustausch, gegenseitige Achtung und Anerkennung des Andersseins sind höchste Ziele des heutigen, vereinten Europas. In diesem Rahmen wird die Sprache nicht nur als ein besonders wichtiger Aspekt der Kultur angesehen, sondern es wird ihr die Rolle „Mittel des Zugangs zu kulturellen Erscheinungsformen und Produkten" zugeschrieben (vgl. *Gemeinsamer Europäischer Referenzrahmen für Sprachen: Lernen, lehren, beurteilen*, Langenscheidt 2002, S.18). Angestrebt wird die vom Europarat postulierte Mehrsprachigkeit, die implizit zur Förderung der Plurikulturalität beitragen muss, durch Entwicklung eines Sprachrepertoires, das unter Anwendung vorhandener Sprachkenntnisse und Spracherfahrungen, dem Einzelnen das Interagieren mit Vertretern anderer Kulturgemeinschaften ermöglichen, seinen kulturellen Horizont erweitern und somit das höchste Ziel der Europäischen Union auf der Ebene jedes einzelnen Individuums verwirklichen soll: Einheit in Vielfalt.

Demzufolge steht im Mittelpunkt des Sprachunterrichts nicht das Fördern bis zum muttersprachlichen Niveau einer einzigen, zweier usw. Sprachen, sondern die Entwicklung einer mehrsprachigen Kompetenz.

Diese angestrebte Mehrsprachigkeit lässt den Lehrer als Sprach- und Kulturvermittler in einer etwas veränderten Lage erscheinen. Es sollte nämlich implizit in seinen Aufgabenkreis hingehören, diese Mehrsprachigkeit bei Lernern zu fördern, womöglich durch seine eigene.

Eine grundlegende Neuorientierung sei im Fremdsprachenunterricht des 21. Jahrhunderts demnach notwendig.

Wo befinden wir uns jetzt auf dem Weg zur Mehrsprachigkeit? Was für ein Bild haben unsere Schüler/Studenten vom mehrsprachigen Europa? Wie begreifen sie die Plurikulturalität? Wie betrachten sie das Sprachenlernen und sich selbst als Fremdsprachenlernende? Beziehungsweise: Wie offen sind unsere Lehrer gegenüber dieser neuen (?) Art von Didaktik? Inwiefern sind sie bereit Mehrsprachigkeit zu fördern und unter Anwendung welcher Methoden?

Auf solche und ähnliche Fragen möchte ich aufgrund einer selbstorganisierten Umfrage unter den Lehrenden und Lernenden fremder Sprachen die Antwort finden.

Innovative Bemühungen im Fremdsprachenunterricht

Judit STEINERNÉ MOLNÁR
(Eötvös József College, Baja, Ungarn)
steinerne.molnar.judit@ejf.hu

Der moderne, innovative Fremdsprachenunterricht ist eine Kernfrage unserer multikulturellen Welt. Die 17 wichtigsten Grundaufgaben des kreativen, innovativen Fremdsprachenunterrichts werden hier vorgestellt. Es wird dabei reflektiert, wie und warum die europäischen Studien einzuführen sind, wie der europäische Bürger sein soll, was das LLL-Programm, der moderne Fachsprachenunterricht, Interkulturalität und Multikulturalität bedeuten. Die Einführung offener Lernformen, Praxisorientiertheit, Projektorientiertheit, fächerübergreifender Unterricht ist die Zielsetzung des Ausarbeitens eines neuen Fremdsprachenunterrichtsmodells.

1. Erziehung des EU-Bürgers mit Geistigkeit des Europäismus (Humanität, Solidarität, Negieren des Ausschließens, Toleranz und Ehrung der Vielfalt/dem Anderssein gegenüber).
2. Es werden die Unionsinhalte (z.B. Kenntnisse über die Union) und der Wortschatz der Union in den Sprachunterricht eingebaut. Ein Segment des Fachsprachenunterrichts ist das Unterrichten des Unionswortschatzes.
3. Sprachen lernen ist Bestandteil des LLL-Programms
4. Er ist innovativ – auch was die Methoden betrifft, das heißt er ist schülerzentriert, handlungsorientiert, themenorientiert, entdeckend, veranschaulichend, empfindend, zum autonomen Lernen motivierend, hält die Aufmerksamkeit und das Interesse aufrecht, wechselt die Methoden, kann motivieren, wird in einem modularen System aufgebaut.
5. Er ist projektorientiert – das Ziel ist, ein gemeinsames Produkt zustande zu bringen, ein Teil der Aufgaben kann auch außerhalb der Unterrichtsstunde gemacht werden.
6. Er hilft dabei, sich in der Welt der Sprachen, in der mehrseitigen Welt, im mehrsprachigen Europa zurechtzufinden. Eine Fremdsprache zu kennen bedeutet, dass wir andere Länder, andere Völker kennenlernen.
7. Sprachenlernen im Internet = e-learning = elektronisches Lernen = Lernen mit Hilfe von elektronischen Mitteln.
8. Er ist bestrebt, die Fachsprache zu unterrichten.
9. Er verwirklicht den FSU der Berufsfächer in der Fremdsprache.
10. Ein wichtiges Ziel des Sprachunterrichts ist das Entwickeln der Fähigkeiten/der Fertigkeiten, das heißt der kompetenzbezogener Sprachunterricht.
11. Darstellung der Interkulturalität – Multikulturalität
12. Mit dem Sprachunterricht ist die emotionale Intelligenz (EQ) zu entwickeln.
13. In der Sprachstunde ist der Humor wichtig.
14. Einen organischen Teil des modernen Sprachunterrichts bildet, dass wir die Sprache der nationalen und ethnischen Minderheiten, die regionalen Sprachen und Kultur unterrichten sollen.
15. Der moderne Sprachunterricht baut auf dem Prinzip der Mobilität.
16. Ein wichtiges Mittel zur Anregung der Sprachkompetenz ist der Europass.
17. Der innovative Sprachunterricht unterrichtet unternehmerische Kompetenzen, lehrt das Unternehmersein, verbreitet die unternehmerische Kultur, bereitet auf eine moderne lebensfähige menschliche Existenz vor.

Füllwörter im Fremdsprachenunterricht aus psycholinguistischer Sicht

Éva SZITNYAINÉ GOTTLIEB
(Budapester Wirtschaftshochschule, Budapest, Ungarn)
gottliebeva@gmail.com

Mein Vortrag beruht auf einer Untersuchung, die an der Budapester Wirtschaftshochschule durchgeführt worden ist und sich mit dem Gebrauch der Diskurspartikeln in der mündlichen Sprachproduktion beschäftigt hat.

Ein Diskurspartikel ist nach dem Duden "ein eingeschobenes Wort, das einer Aussage eine leicht emotionale Färbung gibt" – Diskurspartikeln werden jedoch in deutschen Stilistiken weniger neutral als „Unwörter", „Flick- und Giftwörter", „Blähwörter", „unnötiger Wörterballast", sogar „Läuse im Pelz der Sprache" genannt.

Im Rahmen des deutschsprachigen Präsentationstechnikkurses werden Video- und Audioaufnahmen von den sprachlichen Leistungen der Kursteilnehmer erstellt. In den Aufnahmen lassen sich – den Erwartungen entsprechend – verschiedene Sprechstörungen feststellen. Zu den Redeflussstörungen, die den Sprechablauf unterbrechen, gehören Pausen, Wiederholungen und Einschübe, eine verwaschene Aussprache, Verschlucken von Lauten, Vertauschen von aufeinander folgenden Lauten, Verschmelzungen zweier Wörter oder zweier Sätze. Im Gegensatz zur muttersprachlichen Sprachproduktion konnte nur eine geringe Anzahl von Diskurspartikeln gezählt werden, obwohl für die mündliche Sprachproduktion in der Muttersprache der gezielte Einsatz und die Häufigkeit der Diskurspartikeln charakteristisch ist. In der Analyse der Audioaufnahmen suchte ich die Antwort auf die Frage, womit das Defizit an Diskurspartikeln in lernersprachlichen Produktionen zu erklären ist, wie wirkte die negative Beurteilung der Füllwörter auf die DAF-Lehrwerke, und warum Diskurspartikeln aus psycholinguistischer Sicht relevant sind.

Erinnerungen von zwei Schulmeistern zwischen den zwei Weltkriegen im Komitat Baranya

Zsuzsanna Mária TAKÁCS
(Universität von Pécs, Pécs, Ungarn)
zsuzsutakacs@gmail.com

„Das Gedächtnis bewährt manchmal alles, es ist dienstbar, gehorsam; andermal trüb und kraftlos, wieder andermal tyrannisch und unkontrollierbar! Zweifellos, dass der Mensch in jeder Hinsicht wirklich ein Wunder ist; aber seine Fähigkeit, mit der man sich erinnern und vergessen kann, erscheint rätselhaft."
/Jane Austin/

Görcsöny und Siklósbodony sind zwei Dörfer im Komitat Baranya (Branau) und liegen nicht so weit voneinander. Der Schulmeister von Görcsöny, Géza Koleszárits, später Kerekes und der andere Lehrer in Siklósbodony, János Megyesi arbeiteten in der katholischen Volksschule ihrer Dörfer und schrieben über ihre Arbeit, Erlebnisse. Das „Goldene Buch" von Kerekes begann im Jahre 1924 und die Memoiren von Megyesi erzählen auch das Leben seines Dorfes von 1937, aber diese Schriften sind neben ihrer Ähnlichkeit auch ganz anders. Natürlich stammt dieser Unterschied aus den zwei verschiedenen Temperaments, Interessen der Lehrer, aber das ist auch interessant, wie wir in diesen Texten das ähnliche Schulleben der Dörfer entdecken können. Die Schulmeister wollten nicht nur ihr Leben, das Leben eines katholischen Volksschullehrers beschreiben, sondern auch das Leben ihrer Dörfer nicht so weit von der kroatischen Grenze.

In diesem Vortrag wird das Schulleben der kleinen Dörfer zwischen den zwei Weltkriegen auf Grund der Erinnerungen von den zwei Schulmeistern dargestellt. Das andere Ziel des Vortrages ist die Vorstellung der Memoiren, dieser Quellen der Geschichten, die heute in der Forschung der Alltagsgeschichte im 20. Jahrhundert so wichtige Rolle spielen und deswegen sollen sich die Historiker mit einer so interessanten und „rätselhaften" menschlichen Eigenschaft, wie das Gedächtnis beschäftigen.

Vermittlung interkultureller Kompetenzen in der Lehrerausbildung am Beispiel der RWTH Aachen und der ELTE

Natasa Zsófia Tamás
(Eötvös Loránd Universität, Budapest, Ungarn)
tamaszsofia@freemail.hu

Im Zeitalter der Globalisierung verlangt die interkulturelle Dimension im Bereich der Pädagogik große Aufmerksamkeit. Trotzdem bekommt die Entwicklung der interkulturellen Kompetenz von Nachwuchslehrern, jedenfalls im europäischen Kontext, unangemessen geringen Raum. Grundlegende Substanz der interkulturellen Erziehung ist der Fremdsprachenunterricht. Jugendliche können durch Sprachkenntnisse soziokulturelle und politische Zusammenhänge international vergleichen, verstehen und ihre eigene Stellung innerhalb einer Gesellschaft erkennen bzw. bestimmen. Folglich müssen Pädagogen, vor allem Fremdsprachenlehrer, als Multiplikatoren, vorbereitet werden, interkulturelle Inhalte vermitteln zu können.

In der Fachliteratur findet man kein eindeutiges Konzept, wie Interkulturalität oder multikulturelles Verhalten vermittelt werden kann. Aspekte der interkulturellen Erziehung werden durch weitere Disziplinen, wie Soziologie, Psychologie, Fremdsprachenlernen, Landeskunde, Politik, Geschichte etc. behandelt.

In der internationalen Diskussion über Multikulturalität erlangt der Ansatz „Demokratie als Lebensform" immer größere Bedeutung. Die erlebte Praxis von Verantwortungsbewusstsein und Zivilcourage sollte bereits in der Schule vorgeübt und reflektiert werden. Dazu eignet sich insbesondere der Fremdsprachenunterricht. Das primäre Ziel des interkulturellen Unterrichts fördert kontroverses Denken, eigene Stellungnahmen, Toleranz, Solidarität und die Entwicklung der Problemlösungsfähigkeit. Interkulturelles Lernen ist eine Art soziales Lernen. In diesem Sinne unterstützt es die soziale Entwicklung des Individuums.

Die interkulturelle Dimension im Unterricht ist eine handlungsorientierte und polyvalente Methode. Bei der Wahl der Unterrichtsziele soll immer wieder zum interdisziplinären Charakter und zu demokratischen Prinzipien zurückgegriffen werden. Die Multikulturalität sollte im Alltag der Universität und dadurch im Alltag der Schule selbstverständlich werden.

Forschungsziel: Wie fördert, die Ausbildung der Fremdsprachenlehrer in Deutschland und in Ungarn die Vermittlung von interkulturellen Inhalten? Mein Beitrag vergleicht die aktuellen Lehrmethoden und Perspektiven der zwei Universitäten RWTH Aachen, Deutschland und ELTE, Budapest, in Hinblick auf Multikulturalität und interkulturelle Erziehung im Curriculum.

Abendland - Orient, Westen - Osten, Zivilisation – Barbarei: Begriffsgeschichte als Kulturgeschichte im deutsch-polnischen Vergleich

Eva TESHAJEV
(Universität Miskolc, Miskolc, Ungarn)

Seit dem Ende des Zweiten Weltkrieges, mit dem die „Westernisierung" Deutschlands einsetzte, sind über 50 Jahre vergangen. Inzwischen ist Deutschland äußerst westlich geworden, so westlich, dass es aus der Reihe der westlichen Staaten nicht mehr wegzudenken ist. Für viele junge Menschen heutzutage ist dies ganz selbstverständlich. Niemand denkt mehr an die Vorstellung, Deutschland würde einen „Staat der Mitte" darstellen, an die Unterscheidung zwischen Abendland und Westen und an den damit verbundenen Gegensatz von Kultur und Zivilisation, der noch in der Zwischenkriegszeit von so ungeheurer Bedeutung war. Die jahrhundertealte geistige Beziehung Deutschlands zum Osten (ob Indien, Orient oder Russland) und die feindselige Haltung zu den westlichen Nachbarn (allen voran der Erbfeind Frankreich) scheinen vergessen. Andererseits scheint (das schließlich postsozialistische) Polen, in den Augen vieler Deutscher, ein typisch östlicher Staat zu sein. Dabei wird völlig verkannt, wie sehr „westlich" Polen doch eigentlich ist (und über Jahrhunderte - was seine kulturelle Orientierung anbelangt - war). Bis 1945 war es jedenfalls „westlicher" als Deutschland - und „westlich" ist Deutschland schließlich nur durch die erfolgreiche Westernisierung geworden. Auch nahezu 50 Jahre Sozialismus konnten dieser Westlichkeit wenig anhaben.

In Anbetracht unserer heutigen Situation, die viele als selbstverständlich betrachten, halte ich es für angebracht, wieder an das „östliche" Deutschland und das „westliche" Polen zu erinnern.

„Westen" und „Osten" sollen dabei nicht als geografische Begriffe, sondern als abstrakte Größen behandelt werden, die zwei jeweils verschiedene Geisteshaltungen ausdrücken.

Die Grenze zwischen der „Idee" des Westens und der des Ostens, lässt sich nicht eindeutig und universell festlegen. Sie hängt von der geographischen und ideologischen Position der Nationen ab, die diese Begriffe für sich definierten, und von der Zeit in der die Definition gebildet wurde.

Ziel der Arbeit ist es daher einen kulturhistorischen Überblick über die Entstehung und Entwicklung der Begriffe „Abendland", „Westen", „Osten", „Orient" und schließlich „Westeuropa – Osteuropa" – einerseits in Deutschland, andererseits in Polen – zu geben.

Ein Lebenswerk im Zeichen des Multikulturalismus. Martin Schmeizel (1679-1747) und der multikulturelle Unterricht an deutschen Universitäten

Attila VERÓK
(Eszterházy Károly Hochschule, Eger, Ungarn)
verok@ektf.hu

Der Polyhistor Martin Schmeizel aus Kronstadt, der die erste Hungarica-Privatbibliothek der Welt ins Leben gerufen hat, hatte einen reichhaltigen und weitverzweigten Lebenslauf. Neben vielen Disziplinen zeichnete er sich auch im Bereich der Pädagogik aus. Er als Pädagoge hat enorm viel zur Entfaltung einer neuen Universitätsdisziplin, nämlich der Hodegetik geleistet. Das ist eine didaktische und lebensnahe Einführung der Studienanfänger in die Lebensweise an der Universität. Zum Thema hat er mehrere wichtige und einzigartige didaktische Bücher geschrieben und Vorlesungen gehalten. Parallel dazu fungierte er auch als Erzieher (damals Hofmeister genannt) von jungen Adeligen unterschiedlichster Nation. Im universitären Bereich fing er an, die Geschichte Ostmitteleuropas und insbesondere die der siebenbürgischen Sachsen, Ungarn und Rumänen als Sonderthema zu unterrichten. Unter seinem geistigen Einfluss sind mehrere Gelehrten- und Intellektuellengenerationen aus dem Donau-Karpatenraum herangewachsen, dadurch gilt Schmeizel als einer der bedeutendsten Lehrer für Ungarn und Siebenbürger Sachsen im 18. Jahrhundert, von denen viele später auch den gleichen Beruf für sich gewählt haben.

Dieses komplexe Betätigungsfeld wird im Vortrag vom Gesichtspunkt der Inter- oder Multikulturalität und Mehrsprachigkeit aus näher untersucht.