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Information and Education

14-16 JUN 2012, MISKOLC
HUNGARY

PROGRAM

ABSTRACTS

Conference organized by
Association of Educational Sciences

Edited by:
János Tibor KARLOVITZ

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Place:

University of Miskolc
(Miskolc-Egyetemváros, Thursday-Friday:
Felnőttképzési Regionális Központ or Felnőttképzési Központ;
Saturday: building C/1, room No. 305)

Conference Program (14.06.2012):

10.00 – 10.15

Opening the Conference

Judit TORGYIK, vice-president,
Association of Educational Sciences

Mária ILLÉSNÉ KOVÁCS (dean of Facuty of Arts)

10.15 – 11.00

Keynote Session

Marietta BANKÓ: Information, Communication, Education

Room No. 207.

11.00 – 13.00
Presentations in Sessions

Session No. 1. Room No. 204. *Social Problems*	*Chair:* *Emese PAJOR*	*Zsuzsanna VAJDA*: Talking, late coming and walking during lessons – disciplinary problems in Hungarian schools
		Miroslava ADAMÍK ŠIMEGOVÁ: Cognitive, emotional and moral aspects of school bullying
		Margit BORKOVITS: Social background and physical activity and nutrition
		Ildikó SOMOGYI: System integration issues for school social work
		Szilvia SCHMITSEK: Dropout rate reducing strategies in Hungary and in Denmark
Session No. 2. Room No. 205. *Pedagogical Situations*	*Chair:* *Károly FARKAS*	*Domokos Zoltán CSOMORTÁNI*: Adverse Care – the Theories of Psychological Overprotection based on the Psychoanalytic Idea from Momism to Interactional Synchrony
		Radmila MILOVANOVIC: The Concept of Students' Cognitive Activity in the Pedagogical Work
		Adela BRADEA: The school – from educational services distributor to Learning Community
		Mária ILLÉSNÉ KOVÁCS & Orsolya PUTZ: How to Develop the Migrant Students' Hungarian Language Competencies with Hungarian Literature?
		Judit NAGY & Édua ROSTÁS: Step Together – Migrant Children at School
Session No. 3. Room No. 206. *Health Education and Sport*	*Chair:* *Erika GARAJ*	*Mitra MOODI*: The effect of an educational intervention based on Health Belief Model on mammography screening stage of change in women 40 years of age and older, Isfahan, Iran
		Parvaneh TAYMOORI: Modification of health education curriculum for public health undergraduates
		Árpád ANGYAL: Double twist in curriculum development: Experiences of developing blended learning curriculum for healthcare professionals and vocational students
		Attila HORVÁTH H.: The „SZAC" and the „KAC" as the scenes of informal learning
		Maria KOCÓR: Professional stress and supporting teachers in difficult situations on the basis of Polish researches from the Lesser Poland and Subcarpathian Voivodeship
		Mariana MARINESCU: Health Care Education and the Local Community

13.00 – 14.00
Lunch Break

14.00 – 16.00
Presentations in Sessions

Session No. 4. Room No. 204. *Case Studies*	*Chair:* *Attila HORVÁTH H.*	*Marietta KÉKES SZABÓ*: Playing with objects in autism
		Andrea LEHENOVÁ: The Importance of School Climate in Process of Inclusion
		L N A Chandana JAYAWARDENA: A Case Study of Impression Management by High School Students
		Silvia NIKOLAEVA: Priorities and Trends in Education Policy and Research: The Case of Bulgaria
		Elmedina NIKOÇEVIQ: The roles and challenges of Municipal Education Offices (MEO) in a context of school decentralization in Kosovo
		Ágnes BERECZKINÉ GYOVAI: E-learning in music education: Natural phenomena in the music
Session No. 5. Room No. 205. *Motivation*	*Chair:* *Zsuzsanna VAJDA*	*Ivana VASIĽOVÁ*: The Relationship Between The Motivation to Learn and Selected Indicators
		Valentin Cosmin BLÂNDUL: Some Modalities Regarding Spending Free-Time – As a Predictor of Scholar Dropout Risk
		Katalin KISSNÉ GOMBOS: The unconscious motivation of choosing a career of a teacher
		Károly FARKAS: A programming language for the development of thinking
		Penka KOZHUHAROVA: Prevention of the Use of Psychoactive Substances among 5th to 7th Graders
		Erzsébet CSEREKLYE: Migration Discourses in Documentary Films
Session No. 6. Room No. 206. *New Trends*	*Chair:* *Szilvia SCHMITSEK*	*Zuzana JUŠČÁKOVÁ*: Quality indicators in education. POSTER
		Ágnes ANTALNÉ SZABÓ: Pragmatical and Pedagogical Analysis of Teachers' Turns in Classroom Discourse
		Erika GARAJ: Entrepreneurial Universities - A Bridge between the Economy and the Higher Education
		Ildikó PETŐNÉ CSUKA: Human capital investment in higher education
		Emese PAJOR: A possible background of Braille letter confusion – space, memory and language function
		Angela JIREGHIE & Viorica BANCIU: Ethnographic and medical considerations on the 'calus'(morris dance)

16.00 – 17.00
Meeting of International Advisory Board
with János Tibor KARLOVITZ
Room No. III.

17.00 – 19.00
Workshop:
Success – strategies in national and intercultural discourses
(with Erzsébet CSEREKLYE in room No. 206.)

Conference Program (15.06.2012):

10.00 – 12.00
Presentations in sessions

Session No. 7. Room No. 204. *Current Issues*	*Chair:* *Marta* VINNAINÉ VÉKONY	*Ildikó OLÁH*: The Origins of Universities. The Islamic System of Education in the Middle Ages as the Forerunner of That in Europe?
		László Pál GALUSKA: Contest of the Wine and the Water – Bacchus and Neptune in some Denominational School Plays
		Erzsébet BUJDOSÓNÉ DANI: Cultural Dimensions of National Identity Narratives in Post-Trianon Transylvanian-Hungarian Literature
		Katalin BENCZUR: Literature and drama faculty in Szentes: actor training or a shaping of personality?
		Miklósné KECSKÉS: The role of folk games in education
		Ildikó SZABÓ: Learning in Two Languages (CLIL) in Primary Education in Europe
Session No. 8. Room No. 205. *Higher Education*	*Chair:* *Bálint SZELE*	*Mariann MÓRÉ & Anita KOZÁK*: Accreditation of Prior Experiential Learning in Higher Education
		Mária ADORJÁN: A New Tourism ESP Blended Learning Course at Eötvös University in Budapest, Hungary
		Judit SZEMÁN: Practice-oriented finance education: an example from the University of Miskolc
		Sándor BOZSIK: Business simulation game as a tool of practice oriented education
		Kornélia LAZÁNYI: Satisfaction with Life among students of Bárczy Gusztáv Faculty of Special Education at Eötvös Loránd University
		Gábor Béla SÜVEGES: Management accounting and case studies in harmonizing practical and theoretical education: The birth of a new subject
Session No. 9. Room No. 206. *German Session 1*	*Chair:* *Judit TORGYIK*	*Noémi VÍZI*: Grammatikunterricht und Grammatik in Lehrbüchern
		Szilvia SIMÁNDI & Tímea OSZLÁNCZI: Autonomes Lernen als ein Fall der Durchsetzung des Rechts auf Bildung
		Gabriella BIKICS: Kompetenzkatalog in der deutschen Lehrerbildung
		Norberta SÁGI: Lautlesen im Fremdsprachunterricht. Einsatzmöglichkeiten und Risiken
		Márta MOHÁCSI: Die Rolle der gesellschaftlichen Kommunikation in der Praxis des Hochschulwesens
		Éva PAPP: Arbeitswelt für Jugendliche in Stockach

12.00 – 13.30
Lunch Break

13.30 – 15.30
Presentations in Sessions

Session No. 10. Room No. 204. *Intercultural Aspects*	*Chair:* Ildiko CSAJBOK-TWEREFOU	*Ilona Dora FEKETE*: Ties and Links – Examples of European International Academic Contacts
		Csaba FÉNYES: Language and Mobility in the European Higher Education Area
		Beáta GRABOVAC: An intercultural study on perceiving emotions in Vojvodina through the emotional Stroop task
		Tünde BAJZÁT: Workers' intercultural experiences abroad and their implications for tertiary education
		Mihály FÓNAI: Roma, social capital and the school
		Elisaveta GEORGIEVA KOSTOVA & Javier Martín BABARRO: Violence inside the family and social performance in class
Session No. 11. Room No. 205. *Adult Education*	*Chair:* Krisztina MIHÁLYI	*Vivian HAJNAL*: Adult Basic Education On-Reserve in Saskatchewan
		João ALBUQUERQUE: Adult Education and Training, Literacy and Industry Competitiveness
		Ildikó HORVÁTHNÉ TÓTH & Beáta CSIMÁNÉ POZSEGOVICS: The elder population's learning needs and opportunities research in Somogy country
		Ludmila BABAJEVA: Adult's Personal Development: What We Can Learn from Folk High Schools' Learning Environment?
		Ildikó KATONA: The status of Northeast-Hungarian scientific and technological training in the light of the IRIS survey
		Mirosava ĐURIŠIĆ-BOJANOVIĆ: Are employee competencies for "learning" organizations educable?
Session No. 12. Room No. 206. *German Session 2*	*Chair:* Márta MOHÁCSI	*Selçuk UYGUN*: Internationale Bildungssysteme im Vergleich. Das türkische Bildungssystem
		Judit TORGYIK: Die europäischen Trends der interkulturellen Erziehung
		Nóra NAGYMÁTÉ: Die Situation der verminderten Arbeitsfähigen im internationalen Überblick und in Ungarn
		Katalin SOTKÓ: Kindermärchen in Lehrbüchern
		Erika KOPP: Wirkungen und Verbindungen – der Einfluss von Reformpädagogik auf ungarische schulische Innovationen in den 70er – 80er Jahren
		Judit LANGER-BUCHWALD: Die Rezeption von Alternativpädagogik in der deutschen und ungarischen Presse
		Anita BELOVÁRI: Erwachsenenbildung für die Frauen in der Zwischenkriegszeit im ländlichen Ungarn

15.30 – 16.00
Coffee break

16.00 – 18.00
Presentations in Sessions

Session No. 13. Room No. 204. *Preschool and Primary Education*	*Chair:* *Beáta GRABOVAC*	*Sladjana MILENKOVIC*: Vocational Preschool Teacher Education for the Future in Serbia
		Andrea BENCÉNÉ FEKETE: Education of family life in kindergarten
		Ildikó ERDEI & Zsófia Irén HORVÁTH: The importance of primary school students' self-knowledge in the first, sensitive period of career choice
		Andrea HOMOKI: The function and the possibilities of the schoolwork progress of the children in the child care system
		Marta VINNAINÉ VÉKONY: Reading in the young learners' classroom
Session No. 14. Room No. 205. *ICT*	*Chair:* *Csaba FÉNYES*	*András KESZTHELYI:* How to get information out of data? The last parliamentary elections in Hungary as an example
		Najla ALBUAINAIN: Using Aldrich simulation creation model to develop a computer simulation for acquiring computer maintenance skills and satisfaction towards learning
		Ákos GOCSÁL: Development of student competences by creating an instructional video: presentation of a case
		Zsuzsa GONDA: Interaction and communication in the ICTclassroom
		Krisztina MIHÁLYI: Cognitive personality styles in e-learning content and in mobile application development
		Gülnaz ALKAN & Fatih SEKER: Problems Occurring during Use of Education Technologies in Science Education and Solution Proposals
		Miklós LEHMANN: Facebook or e-learning?
Session No. 15. Room No. 206. *Foreign Language*	*Chair:* *Ildikó OLÁH*	*Ildiko CSAJBOK-TWEREFOU*: Challenges in Teaching Foreign Languages to Young Adult Beginners. Russian Language in the University of Ghana
		Edit SPICZÉNÉ BUKOVSZKI: Remedial courses in language education: results and lessons of a project
		Bálint SZELE: Teaching Translation to Non-native Speakers
		Natália BORZA: Problem based learning in teaching English as a foreign language
		Robin L. NAGANO: Mini-corpora in the classroom: An EAP title & abstract mini-corpus
		Robert MÄRCZ: Secrets of taking a successful listening comprehension test

Conference Program (16.06.2011):

10.00 – 12.00
Workshop: Information in Education
(with János Tibor KARLOVITZ in room No. 305 in building C/1)

12.00 – 14.00
Presentations in session

Session No. 16. Room No. 305. (building C/1) *Public Education in Turkey*	*Chair:* *Erzsébet CSEREKLYE*	*Cem Oktay GUZELLER & Tuna GENCOSMAN*: A contribution to the Turkish validation of "The Approaches to Learning Science Scale"
		Mustafa DOGRU & Nejla CAMLOGLU: Misconceptions of Science Teacher Candidates Regarding Basic Concepts of Astronomy: The Case of Turkey
		Elif YILDIRIM DOĞRU & Zeynep EKEN: The Effect of Technique of Jigsaw IV Technique Used for Mathematics Teaching on Levels of Self-Efficacy and Anxiety of Students
		Bayram BICAK: Demographic Variables Affecting the Math Scores in PISA for Turkish Participants
		Fatih SEKER & Mustafa DOGRU: Effect of Science Activities on Concept Acquirement of Children of 5-6 Years Old Age Groups

14.00 – 14.15
Conference Closing

János Tibor KARLOVITZ, president,
Association of Educational Sciences

Abstracts

Cognitive, emotional and moral aspects of school bullying

Miroslava ADAMÍK ŠIMEGOVÁ

miroslava.simegova@gmail.com
(Trnava University in Trnava, Trnava, Slovakia)

The issue of bullying at school presented in the literature quite often processed, lacking a systematic scientific investigation of this problem, could result in specific prevention and intervention strategies. This paper reports outcomes of a research project entitled "Cognitive, emotional and moral aspects of school bullying and their use in the prevention of bullying in primary school". The objective of the research was to analyse the problem of bullying in the school environment in terms of psychological and pedagogical sciences. In research different aspects of bullying in primary school pupils we wondered how they perceive and understand bullying behaviour and motives of aggressors, victims and witnesses of bullying (cognitive aspect), and reflect on their own emotional surviving in relation to bullying (emotional aspect) and to what moral context (personal interpretations of ethical standards) they committed. Scientific research is conducted in collaboration with the Academy of Sciences of the Czech Republic. The research consisted of mapping how students think ethically about bullying and evaluate the emotional experience of bullying. Contextual insight into these phenomena makes it possible to reveal the attitudes of actors to the problem of bullying, their specific relationship patterns in the role of aggressor, victim and witness. In research we also focused on the detection of the rate of bullying in the sample, which are more specific aspects of the origins and development of bullying in elementary school and what relationship exists between the assessment of family background students, as well as their self-esteem and their position in the incidence of bullying (victim, aggressor and witness).

Keywords: bullying, school, research

A New Tourism ESP Blended Learning Course at Eötvös University in Budapest, Hungary

Mária ADORJÁN

mary@adorjan.com
(Eötvös Loránd University, Budapest, Hungary)

In 2011, Eötvös University introduced Tourism English, a new ESP (English for Special Purposes) course for BA students majoring in English. The course introduced an innovative blended learning format, incorporating an existing e-learning framework (Moodle) and exploiting various digital tools.

A general dilemma of all university ESP seminars is how to determine the level of professional knowledge necessary for students to benefit optimally from a particular course. Students of ELTE were in a unique position because they required some grounding on the topics in order to familiarize themselves with the terminology. On the other hand, their general language skills were higher, since possession of C1 level proficiency test was a prerequisite of attending the course. Another difference was that, although the course closely followed the topics taught to Tourism students, our seminar did not offer specialized training, but rather provided the ESP knowledge and skills necessary to perform a mediating role in the future. Therefore, textbooks or curricula used elsewhere could not be fully applied.

The solution to this problem was to use excerpts from books and professional journals, alongside authentic materials from the Internet. During the first seminars, text types addressing the general public, such as advertisements, newspaper articles and news videocasts were used. Students were encouraged to bring their experiences into the classroom so as to personalize speaking and writing activities. The course featured modern, 21st century concepts and trends, found only in the latest dictionaries (e.g. *staycation, mini-moon, couch surfing, kitesurfing, zorbing, capsule hotels, boutique hotels*). As the course progressed, the students were introduced to an increasing amount of tourism-specific terminology and theoretical concepts, which appeared in texts written by and for experts (e.g. *tourism segments, destination marketing, Maslow's pyramid*).

Students prepared for each lesson by watching several 2-3 minute videos, some of which dealt with controversial issues or trends. With the help of applications downloaded from the internet, they incorporated parts of these videos into the seminars for summaries, debates, tourist guide speeches or simulations of real working environments. They created a digital portfolio with recordings of their voices, short video interviews and animations. Written assignments comprised of tasks, such as translating and creating advertisements, preparing an executive summary, designing a questionnaire for public transport companies, SWOT analyses and marketing segment descriptions.

In my presentation I will describe the rationale behind basic content and methodology issues with examples of the best student portfolios as an illustration.

Keywords: adult education, blended learning

Using Aldrich simulation creation model to develop a computer simulation for acquiring computer maintenance skills and satisfaction towards learning

Najla ALBUAINAIN

Jool.ksa@hotmail.com

This paper aims to reflect on the experience of designing a computer simulation program to acquire computer maintenance skills according to Aldrich's simulation creation model which is consisting of 13 phases, the activities of this research took place in the Department of Computer Science at Dammam University. The experiment has been made on a sample of (75) female students; in the fact that; the maintenance subject requires practical skills, teachers were facing two main problems in the lab lecture of computer maintenance, first, the learner cannot follow the teacher's practical explanation because the learners bound around her to watch, which might lead the teacher to re-explain more than once, this re-explaining would waste the lecture time and the time needed for practicing, The second problem is that when learners apply what they have learned on one or two computers others have to wait until they finish, this also decreases the time needed for practicing, some learners might not have enough time to master the skill others might not have the time to practice at all; So the suggested solution was a simulated computer maintenance lab environment designed by Aldrich's educational simulation creation model using Gange psychomotor skill teaching model to explain the skills and bloom's mastery learning theory to evaluate them. The simulation has saved the time for the learners to practice what they've learned manually, and reduced the time taken in explanation and training because the learner watches the explanation on the computer and trains to install the parts on the computer too without affecting the time needed to train other learners. The outcomes of the research proved the effectiveness of the proposed simulation in acquiring computer maintenance skills and extending the time needed for practicing, which in turn contributed to accelerate the educational process and improve its outcomes. The results also revealed that; participants were highly satisfied with using simulation software in learning maintenance skills**.**

Keywords: Computer maintenance, maintenance skills, computer simulation, Aldrich simulation creation model, satisfaction with learning.

Adult Education and Training, Literacy and Industry Competitiveness

João ALBUQUERQUE

albuquerque@acibarcelos.pt
(Commercial and Business Association of Barcelos, **Barcelos**, **Portugal)**

The ACIB - Commercial and Business Association of Barcelos - is an entity that, in result of his own vocation, linked to business and commerce, has developed a strong department of adult education and training, considering their role in the enhancement of human resources and their importance for companies competitiveness.

We propose in this article reflect on the processes of continuing vocational training of entrepreneurs and workers at firms with which the ACIB has established partnership. Based on the defense of corporate social responsibility in this regard, we pretend to demonstrate the performance that ACIB has been achieving on the implementation of projects in this area, given the fact that companies are consider as workspaces, but also for socialization and learning.

Considering the challenges of competitiveness, companies need qualified, motivated and integrated employees. With the modification that has been occurring in the forms of management and the new technologies emerging, with constant changes in business strategy, training chalks its importance and its need are being felt by workers and management of businesses.

We will develop a questioning of training practices developed by ACIB, focusing the particular orientation that has been behind this practice. This approach is particularly interesting because we know that the training is geared largely to public cataloged as having low skills and also low levels of literacy.

The concern with issues such as literacy and qualifications/skills assumes further/particular importance, according to the fact that vocational training is a process by which individuals acquire knowledge and skills for the performance of official duties, and that the acquisition of knowledge in the professional influences the trainee / employee.

We conclude with a characterization of the practical training conducted in Portuguese business reality, describing in more detail those that have been made by ACIB and its levels of success.

Keywords: adult education, competences

Problems Occurring during Use of Education Technologies in Science Education and Solution Proposals

Gülnaz ALKAN & Fatih SEKER

sekerrfatih@gmail.com & nazal86@gmail.com
(Akdeniz University, Antalya, Turkey)

Education technologies are one of the most important components arranging learning-teaching environments in compliance with the efficient learning approach. In this respect, it is known that if it is employed efficiently during the teaching process, it improves the quality of teaching. This study was conducted to present the problems faced by the preservice science teachers receiving education at the level of undergraduate during the autumn term of 2011-2012 academic year during use of education technologies in science education and to offer solution proposals. For this purpose, opinions of preservice science teachers about use of education technologies in science, problems and solution proposals were studied. Accordingly, whether preservice science teachers were aware of the significance of education technologies or not, to what extent they used available technological equipment during education-training process and the status of schools in terms of education technologies were studied.

Content analysis of qualitative research methods was used to assess the obtained data and they were coded and classified by two different researchers in the study. Sample of the study comprises of total 10 preservice science teachers as of them are females and 5 of them are males attending to grade 3 of Akdeniz University Faculty of Education. Data were collected by the interview comprising of semi-structured questions conducted by all of preservice science teachers. It was determined by means of data of this study that preservice science teachers had deficient or wrong knowledge about education technologies and could not use education technologies sufficiently due to many reasons. It was found out that problems that preservice science teachers met arose from lack of pedagogic formation, non-implementation of education technology at schools exactly, lack of knowledge of preservice science teachers and lack of financing support.

Keywords: Science Education, Preservice Science Teachers, Education Technology, Use of Technology

Double twist in curriculum development: Experiences of developing blended learning curriculum for healthcare professionals and vocational students

Árpád ANGYAL

angyal.arpad@egertiszk.hu
(Regional Integrated Vocational Training Centre of Eger, Eger, Hungary)

Regional Integrated Vocational Training Centre of Eger (RIVTC of Eger Nonprofit Ltd.) was founded in 2005 by a syndicate of three, out of which the leader is the Local Government of Eger. One of the most important tasks of RIVTC of Eger is to co-ordinate the vocational training in the six vocational partner schools of the town, moreover, to develop and secure the conditions of vocational training so that students shall appear in labour market with competencies that completely enable them to answer the actual requirements of the employers.

Since 2005 RIVTC has assigned more than 2 billion HUF to support these developments that can be used by about 4000 students and 500 teachers at partner schools in every year.

In 2008 the RIVTC became an accredited adult training institute of Eger; since that time we have managed to gain the ability of organizing trainings up to 150 vocational qualifications in 19 occupational fields. Besides, RIVTC received the right to organize vocational examinations in 51 vocational qualifications, and prepared 50 accredited adult training programmes.

In 2010 RIVTC of Eger applied for curriculum development in healthcare within the framework of a grant supported by the European Union. In this national grant two organizations received assignment for developing tasks: in the field of medical specialists' training the winner was Semmelweis University Faculty of Medicine, and in the field of healthcare professionals' training the RIVCT of Eger was awarded. Probably, one reason for this could be that our organization has always concerned it to be extremely important to purchase up-to-date teaching tools and develop digital or e-learning curricula that answer the requirements of our age. Therefore RIVTC had already prepared and possessed even before the project up to 600 lessons of digital curricula (based on PPT, SDT and Scorm 1.2) elaborated in accordance with the modular system and content requirements of vocational training.

The presentation offers an inside view in the process of curriculum development: its requirements, method and the co-ordination of the work of those 8 organizations and 50 people who participated in it. The method can be an example to show how a multipurpose (thus per unit cost relatively cheap) curriculum can be elaborated where the development could only be based on a wide-range co-operation of the participants: the general instructions were given by the employer and the school, the content was defined by the specialist, the training and the method of vocational examination were organized by specialist teachers and andragogists, the accreditation and qualification were managed by adult training specialists, and the visual work developments and digitalization were carried out by the media developer and the IT-specialist.

Keywords: vocational education, curriculum development

Pragmatical and Pedagogical Analysis of Teachers' Turns in Classroom Discourse

Ágnes ANTALNÉ SZABÓ

a.szabo.agnes@btk.elte.hu
(Eötvös Loránd University, Budapest, Hungary)

Despite new technologies spoken language is still considered an important means of education in classroom work. Effective teacher communication plays a substantial role in the development of students' skills. The topic of the paper is pragmatical and pedagogical analysis of teachers' turns in classroom discourse. The presentation is built upon an empirical study, the corpus of which consist of digital recordings and transcripted Hungarian language lessons. The aim of the research is to reveal the general and specific characteristics and structure as well as the types of teachers' turns. The hypotheses of the research are the following: a) Teacher turns are longer than student turns in classroom discourse. b) There are different types of teacher turns. c) The factors influencing teacher turns are the occurrence of different types of teacher utterances, and repetitions. The presentation analyses the role of teacher turns in classroom discourse; their length; location and the frequency of different types of teacher utterances within the turns. It introduces the various verbal forms of teachers' questions and instructions. The paper presents a new categorization developed within the framework of discourse analysis and pedagogical research. The presentation also deals with the rate of Teacher Talking Time (TTT) and Student Talking Time (STT) in the classroom and its main pedagogical consequences. Classroom communication is an important scenery of language use both from a linguistic and a pedagogical point of view. The results of the research can contribute to the Hungarian and the international study of classroom discourse analysis. The development of effective teacher communication is an important part of teacher training, which is why the results of the research can be taken further for both theoretical and practical considerations.

Keywords: pedagogical process, pedagogical analysis, classroom management

Adult's Personal Development: What We Can Learn from Folk High Schools' Learning Environment?

Ludmila BABAJEVA

ludmila.babajeva@lu.lv
(University of Latvia, Riga, Latvia)

Adult's personal and professional development is central both in terms of political guidelines of the EU and from the perspective of theories of andragogy. Reorientation from the study of the motivation to learn to the barriers of learning has occurred in recent years, and in 2011 attention was turned to wider benefits from learning at social and individual levels (EAEA, 2011). An examination of the situation in adult education by Korsgaard (2000), Jarvis (2006) and Illeris (2009) also leads to a conclusion that the human as the higher value and the individual's development demand a place in modern contexts which are too economised currently, as they are mostly directed towards developing professional competencies.

This tendency is intensified by the modern concept of adult education where a transition from the cognitive theories to more comprehensive theories is seen. The adult is increasingly viewed as a holistic being which makes sense of himself and finds an individual meaning for his life in the bodily, emotion, and cognitive dimensions.

The study presented here was focused on non-formal education – learning at folk high schools, known for humanistic traditions and personal development issues provided for more than 160 years now. The method of trans-disciplinary studies was chosen to form a more complete understanding of the phenomenon, based on the philosophical views on education at folk high schools by N.F.S. Grundtvig (1783-1872) and C.Kold and on the concepts of humanistic psychology.

In this article, attention is drawn to an understanding of the educational environment at folk high school, and the question of the study is: How can be described the educational environment at folk high schools which promotes adult's personal development?

A participant observation was carried out at three folk high schools in Denmark in June and November 2011. The study took 28 days, the 14 ones were used for a direct observation of lessons and the remaining 14 days were used for studies of informal activities (going to the theatre, bank, student nights etc.), taking notes in free form. Observation of various lessons (Danish language, self-development, philosophy, music, pottering etc.) was carried out in a structured way, taking notes of the physical and physiological environment, learning processes (students' activities), and teachers' activity.

A conclusion drawn from the results of the study is that the learning environment where the personal development takes place is characterized by the following aspects: freedom and openness for self-expression, creativity and building experience in the bodily, emotion, and cognitive dimensions, a supportive and faithful attitude towards, and spotting potential in, each student by the teacher.

Keywords: adult learning, Denmark, folk high school, Maslow, personal development.

Workers' intercultural experiences abroad and their implications for tertiary education

Tünde BAJZÁT

tunde.bajzat@gmail.com
(University of Miskolc, Miskolc, Hungary)

As a result of globalisation, Hungary's joining the European Union, technological innovations, educational and labour mobility the requirements of employees have changed. The demand of knowing and understanding of other cultures is of crucial importance in order to achieve successful international communication. It is especially vital in the case of the workers at foreign owned and directed companies, and when employees are sent abroad on business. Therefore, one of the aims of my research was to find out the workers' intercultural experiences and problems abroad. My other goal is to highlight similarities and differences of cultural life between Hungary and several foreign countries in respect of workplace communication. On the basis of the research results, decisions can be made on how intercultural training at Hungarian tertiary level education has to be adjusted to students' work-related needs.

The first part of my presentation focuses on the results of an empirical study carried out at local companies in northern Hungary in winter 2012. The employees filled in the Hungarian online questionnaire, which included questions on the visited countries, the time spent abroad on business, and the Hungarian workers' personal experiences and intercultural conflicts with foreign colleagues abroad.

The second part of the paper presents the offered foreign language, intercultural training courses and preparation for working abroad for students at the University of Miskolc, Hungary.

Finally the research results are compared with the offered courses, and on the basis of the findings suggestions are made on how to harmonize the results with the everyday work of teaching in order to design an appropriate curriculum and to give students - further employees - a more marketable knowledge and competence.

Keywords: intercultural communication, tertiary education

Information, Communication, Education

Marietta Bankó

banko.marietta@gmail.com
(Budapest Business School, Budapest, Hungary)

KEYNOTE

The paper places one particular overlap of information, communication and education into its focal point, discussing issues primarily related to information society, inter- and multiculturalism, intercultural communication, and intercultural communication education.

It is apparent that the process and impacts of globalisation are strongly felt in many fields of life, which is coupled with an accelerated technological advancement and a wide range of developments. These and evidently various other factors have contributed to the transformation of society, communication and education in general. It is also generally agreed that attributes such as cultural and intercultural awareness, tolerance, openness or flexibility receive more attention in many spheres of life and substantially contribute to a person's functioning effectively and efficiently in contemporary society.

The paper aims (a) to present a triangle with language, thought and culture at its three vertices, and examine their interrelations, (b) to discuss the relevant concepts of inter- and multiculturalism, cultural and intercultural awareness, and intercultural communication. It also (c) highlights differences between different cultures and outlines the traditional dimensions along which they are examined. The paper then provides (d) an overview on the objectives, contents and teaching methods on which an intercultural communication course at Hungarian higher educational institutions may be based.

Keywords: languages, cultures and thought; intercultural communication; information society

Education of family life in kindergarten

Andrea BENCÉNÉ FEKETE

andi@somogy.hu
(Kaposvár University, Kposvár, Hungary)

In our rapidly changing, accelerating world there is always more and more uncertainty. For children to develop physically and mentally it is crucial to have a constant family-background. Families are always changing, but there is a need of constancy to keep the children emotionally balanced. The structure of the family is determined by the behavior and relationship towards each other. In a family that works well mother, father and children have to solve the problems together. Children get the first shape of family-life and roles of parents at home, but educational institutions also take a great portion of training to family-life. The family not only helps the development of children by training to domestic-life, but provides an emotional safety as well. However the first one is the task of educational systems too. I examined the educational programs in kindergartens from the point, whether they aim to train to family-life, and how they are about to do it. I revealed the system of relationships between family and kindergarten, as family should provide the base for the education in kindergartens, and they have to form the children's personality together later on. With the help of a questionnaire I asked teachers of kindergartens, how education to domestic-life is present in kindergartens and what they would suggest in order to be more efficient.

During the research we carried out interviews with children between the ages 4 and 6. We asked them, what they think family is, what parents do in the family and what kind of family they would like to have later. The questions were aiming to reveal the picture of family and the emotional ties towards their family that children have. I analyzed the roles apparent in the family and the plans of children.

The shape of ideal family is missing from their life and they take broken home as normal. For children having unemployed parents and living in poverty kindergarten means the highlight of the day, the peaceful place of love and happiness. Kindergarten-teachers mean for them safety and emotional ties. There are many broken homes, parents often change their partners, so there is no positive example to be followed. From the opinion of children having normal families it is visible that there are many tired, busy parents, who have already forgotten the normal model of family in their rushing world.

In spite of the accelerated lifestyle family still means love and parents for most of the children. They think, one cannot live without a family. With the help of the God Fairy children would ask for the missing parent to be replaced, ask one little sibling or more money, so that their parents can always be with them.

Keywords: childhood, early education

Literature and drama faculty in Szentes: actor training or a shaping of personality?

Katalin BENCZUR

benczurkata@gmail.com
(University of Pécs, Pécs, Hungary)

Szentes was the first in the country to launch a literature and drama faculty in secondary education in 1978. The long-term goal of the survey is an in-depth presentation of the foundation of the faculty. In this present lecture we are examining the circumstances of the establishment of the faculty, the system of professional qualification and the formation of the teaching staff. We are paying special attention to the changes in Zoltán Várkonyi's qualification plans, that occured in the early years, and we are looking at the possible reasons to these changes.

It was actor and director Zoltán Várkonyi, and student theatre director and secondary grammar school headmaster Mihály Bácskai, who conceived the qualification structure and the frame of academic time allocated to vocational subjects. In a 1974 statement of Várkonyi, he expressed his dissatisfaction with college-level actor training and the performing skills of trainees taking the entrance exams. Among his plans was to collect talents who live in the country by founding an acting school in secondary education system. In the trial faculty traditional secondary school timetable would be supplemented with vocational subjects, which develop the skills of those preparing for acting school.

The faculty in Szentes is significant, because it is the only one of the many trials, which still exists today. Several institutions have followed its example, adopting the method of Várkonyi and Bácskai with slight changes.

Keywords: literature, drama pedagogy, development

E-learning in music education: Natural phenomena in the music

Ágnes BERECZKINÉ GYOVAI

bereczkine@jgypk.u-szeged.hu
(University of Szeged, Szeged, Hungary)

In our age this is a new learning culture is developing. The learning environment changes, the rapid advance of information technology requires the use of new methods in education. The incorporation of electronic devices in the learning process multiplies the opportunities to learn new aspects of teaching and learning places. The concept of lifelong learning becomes accentuated, in which very important role in competence development. E-learning is the vocal music education is a form of self-learning, which enables the efficient development of individual skills, creative and diverse solutions will result. The traditional forms of education, the virtual learning can open up new avenues in music. This research intends to present a digital curriculum, interdisciplinary approach which presents the musical depictions of natural phenomena in children's songs, folk songs and musical works. The relevance of research to the thematic linking of nature and music, music books of the material does not dominate. The study seeks to answer the question of how they relate to students in traditional and digital tools presented in music lessons, school vision of the future, what kind of learning environment, learning what tools are needed for effective and creative teaching and learning. What is the role of multimedia in teaching music. Which method of learning the students prefer the traditional or digital forms.

Keywords: music education, e-learning

Demographic Variables Affecting the Math Scores in PISA for Turkish Participants

Bayram Bıcak

bayrambicak@akdeniz.edu.tr
(Akdeniz University, Antalya, Turkey)

In this study, it was investigated that the math achievements of the 15 years of age Turkish students who were joined the Program for International Student Assessment (PISA) in terms of some demographic variables. For this purpose, 4996 students' math scores and demographic information were used in the study. According to research findings, the male students did better than female students in math performance. In terms of the residential district, student who live in Central Anatolian and Aegean regions were significantly higher than the students who live in the South Eastern Anatolian student. Moreover, it was revealed that the attending type of school, mother's education level, father's education level, mother's and father's employment status significantly effect the math performance of the participants. These findings support the literature which emphasizes the importance of local environment, school environment, family support and the level of education of the parents in math performance. The implications of the findings were discussed.

Keywords:PISA 2009, PISA Turkish Students, PISA Mathematics Achievement, Mathematics Achievement

Some Modalities Regarding Spending Free-Time – As a Predictor of Scholar Dropout Risk

Valentin Cosmin BLÂNDUL

bvali73@yahoo.com
(University of Oradea, Oradea, Romania)

During that contemporary society improved their daily life dimension; it becomes aware about importance of free-time, which could represent a strong resource with specific role in life quality. The ways in which people decide to spend their free-time (according with their needs, possibilities and preferences), are influenced by the concrete situation from very country and the specific orientation of contemporary society as well. Different categories of population can build their own life styles, including here also the modalities of spending free-time according with their level of instruction, socio-economic status, their possibilities and interests. Unfortunately, for some pupils, the modalities in which they decide to spend their free-time could represent a strong predictor for the risk of scholar dropout. This is the main reason for that, in the present paper, we intend to analyze some of these factors which can conduct to the risk for early leaving of school. The sample was composed by 250 pupils who study in secondary level from 6 schools from Bihor, Alba and Hunedoara counties, Romania. The instrument was represented by a questionnaire composed from 37 items and the period of research was during the present academic year (2011 / 2012). The results show the some most relevant modalities for Romanian pupils to spend their free-time are represented by socialization (meeting with others, sports, talking on messenger, so on), administrative activities together with family (housework, helping parents to complete their financial resources, or to take care of little brothers / sisters), and intellectual activities (reading books or magazines). In the present papers, we will analyze these factors, because in our opinion, missing of intellectual preoccupation could represent a potential dangerous for pupils' scholar progress.

Keywords: early leaving of school, free-time, scholar progress.

Social background and physical activity and nutrition

Margit BORKOVITS

borkovitsm@yahoo.com
(University of Szeged, Szeged, Hungary)

The successfulness of students at school is influenced by how the knowledge is attained. Family, media and the same age groups largely contribute to it. The recent Hungarian practice of home training is not so much attractive. A family is a very complex formation, which is influenced not only by economic possibilities- and habits but many other factors as well. Home training depends on the method of its constitutive thinking and human nature. It is essential if the given subculture recognizes the school performance and erudition.

There are a lot of evidences for facilitating or slowing of the improvement of a child by positive or negative effects of its environment. To nurture them, to protect them and to train them is the responsibility of their environment. Measurements up to the present were concentrated on the effects on the childhood development, but the factors that trigger or modify these effects are less concerned about. Development of a child depends on its environment. Theory of demand hierarchy is widespread in pedagogy. According to this theory demands, which inspire men to do activities, can be categorized in five main groups: physiological demand, safety demand, demand for love, competence reputation demand and self-realization. There are physiological demands on the lowest level of the hierarchy. The activity of the individual is driven by the presence of hunger, fatigue and lack of sleep. The one who is hungry and has not varied nutrition habit reacts in a different way on the stimuli coming from its milieu.

Hypotheses: 1. Quality of nutrition determines the physical/mental performance of the students. 2. The qualification of the parents shows a relation to the sport performance in school.

The method of the survey : the enviromental conditions of studying survey.The nutrition habits survey prepared by myself. The results of the physical condition of the students examination. The population of the survey are primary school students. In the survey, 232 students took apart. (127 (55,5%) female és 102 (44,5%) male) 3 people did not specified the sex. The average of their notes is 3,62 (SD=0,92).

The results of the responses for the survey are the following. Examining the social background of the families, the poorer families were determining. The education of the parents are in relation to the children's performance in school and to their social status. Children coming from good conditions can go to private after school activities, while the others can't afford to pay extra for sport activities. Family isn't a role model to the children concerning healthy lifestyle. It is an actual and important task for teachers to make the students interested in doing sports, and to have the need for regular sporting activity. Teachers should help children to find the correct dining habits and to keep these habits for their whole life.

Keywords: social context, physical education, nutrition

Problem based learning in teaching English as a foreign language

Natália BORZA

nataliaborza@gmail.com
(Karinthy Frigyes Bilingual Academic Grammar School, Budapest, Hungary)

This conference talk explores the extent to which a student-centred pedagogical approach posing "contextualized, real-world situations" to learners in order for them to "develop content knowledge and problem skills" (Hoffman and Ritchie, 1997, p. 97), known as problem based learning (PBL), can be applied in teaching English as a foreign language (EFL) to secondary school pupils. Introducing the Seven Jump Strategy Model by Schmidt (1983), the study compares and contrasts PBL and task-based language learning (TBLL) with the aim of presenting what the approach requires from the teacher and the learner as well. Given that PBL originates from medical sciences, it is heavily researched in its mother field and other related sciences. Providing an overview of the origins and present status of PBL in various academic environments, the study examines the effectiveness of PBL. Relying on the results of numerous empirical research projects conducted in several fields, including English for specific purposes (ESP), the study discusses the advantages and shortcomings of the method. As the study found that the results of research into the effectiveness of the implementation of PBL are far from being unanimous, the possible reasons for the mixed results are investigated, furthermore, concerns that need special attention when implementing PBL are addressed. Based on the experience and findings of educators and researchers of PBL in various academic fields, the study provides implications for EFL teachers through presenting specific cases and problems that might be introduced to secondary school EFL students.

Keywords: Teaching English as a Foreign Language; English for Specific Purposes; Problem Based Learning; Task-Based Language Learning

Business simulation game as a tool of practice oriented education

Sándor Bozsík

pzbozsi@uni-miskolc.hu
(University of Miskolc, Miskolc, Hungary)

The use of simulation methods for training personnel in different industries is not new. For many years for example, the aircraft and military industries have been using increasing levels of sophisticated simulation technologies to train pilots and operators. In the airline industry many of the flight simulators are so realistic that pilots can now qualify to fly a particular aircraft type without having actually flown the aircraft in the air. This generally only applies when pilots are being upgraded to fly a newer version of the same aircraft they have flown in the past.

In industry, sophisticated simulators are used to train operators where a mistake on a complicated process could have very expensive or disastrous consequences. This is particularly true of the nuclear industry. Providing managers and operators with a simulated but realistic ' hands on ' environment before they have to make decisions on expensive and potentially dangerous technical processes has proven to be a very effective training approach.

Simulations are now also being used to help the academic students. Computer simulations help individual students to practice the business decision making without making huge losses in a real company.

In the Financial Department of Miskolc University we have been using business simulation program for BSC students since 2009. The game focuses the duties of a financial manager, but the students can also test their statistical, marketing and strategy-making skills.

The game consists of 5 turns; the players' major goal is to achieve the highest cumulated profit by the end. During the game they should make their investment decision, order materials, program the manufacturing, employ workers, and salesmen, develop products and markets. They face limited access to loan, capacity constraints, and various lifecycles of products. After each turn there is a feedback, which is prepared a group of students from various topics. So this develops their presentation skills.

Preparing for the presentations, they can load the actual ledger accounts, income statement and balance sheet of their companies. If they become familiar with the game rules, they should create business plan for a future turn, and they should evaluate their results compared with their budget.

The subject of the business simulation game is at the last semester of the Accounting-Finance branch, so this is a good test before the students enter the labour market.

Keywords: simulation game, economic education

The school – from educational services distributor to Learning Community

Adela BRADEA

adelabradea@yahoo.com
(University of Oradea, Oradea, Romania)

The concept of Learning Community is defined in literature in many ways, starting at the end of 20th century, according to different parameters, today having multiple nuances and being addapted to different components of our professional and personal life. The starting point of the concept is the need to switch from the focus on the individual learning (the individual – lonely seeker of knowledge) to the social learning (the individual asa a part of a community). Most of the approaches target education, aiming the learning.

In this respect, on November 6th 2008 during the European Conference of Poitiers "*Gouvernance et performance des établissements scolaires en Europe"*, promoted by the French Presidency of the EU, it has put into evidence a series of topics which are common to all the school systems in Europe: the relations between school and territory in order to promote a high quality of education, according to an approach of inclusion and of equal opportunities for all; the real meaning of the school autonomy process; the role of parents as stakeholders; the weakness of evaluation culture and mechanisms as well as of the self-evaluation processes related to the teaching staff. Certainly, the two main areas of research in education to the managerial and leadership models and the conditions for development of schools are *School Effectiveness* and *School Improvement*. In recent years, a new paradigm called "School Governance" or "Educational Governance" (Unesco, 2008; Oecd, 2011), alongside others mentioned, is featuring the educational systems, driven by the approach of "Public Governance".

These issues were part of the research within a Comenius project, Lifelong Learning Programme, called *School Governance to build a Learning Community* (SgoLC) , implemented in partnership with universities and schools from Italy, Greece, Sweden, Holland and Romania, between 2010 and 2012. Starting from the idea that each and every school should be a learning community, it came down to the conclusion that the education systems need school leaders with pedagogical and managerial skills at very high level. The specific objective of the SgoLC was to increase the competencies of the school leaders, in order to develop and promote a learning community.

This article aims to present, as a result of the research, different aspects of the involvement of the school leaders in the process of School Governance, and more, the way that these leaders are trained to transform their school into a learning community.

Keywords: Learning Community, School Governance, school leaders.

The contribution of higher education to the fulfilment of life aspirations
Cultural Dimensions of National Identity Narratives in Post-Trianon Transylvanian-Hungarian Literature

Erzsébet BUJDOSÓNÉ DANI

dani.erzsebet@inf.unideb.hu
(University of Debrecen, Debrecen, Hungary)

The Trianon trauma intensified and deepened Romanian—Hungarian intercultural communication that had been disturbed for historical reasons in the first place. Woundedness of national identities involves the possibility of manipulation on both sides—manipulation, which is dangerous in and by itself. The special situation of nationalities pushed into minority or diaspora existence demands and yields different strategies of identity-crisis management, diverging identity narratives in life and literature.

What directly follows from such identtiy-crisis management is that intercultural communication undergoes a transformation and, abandoing its former patterns, it assumes forms different from the ones before: split cultural identity, conforming renunciation of identity, changed level and intensity of the degree of cultural identification, alienated collective identity (collective identity being, perhaps at varience, with culture) as well as the individual's alienation from collective identity. We also talk about colonization of identity, and the phenomena it entails, cultural mimicry being one example.

These issues posed by a world of such crises of identification will be examined using relevant and representative literary examples, taking into account also the narrative techniques of presenting identity in literature. In discussing literary examples of crisis-laden intercultural communication – cultural theory, theories of identity, postcolonial theory, and narrative theory will be applied. ó

Keywords: literature, cultural dimensions, identity

Challenges in Teaching Foreign Languages to Young Adult Beginners. Russian Language in the University of Ghana

Ildiko CSAJBOK-TWEREFOU

twerefou@yahoo.co.uk
(University of Ghana, Accra, Ghana)

In this era of globalization where many adults and children learn foreign languages, the way of teaching and learning strategies differs according to the age, motivation, goals and experience of the learner in previous foreign language learning, among others. According to Bardel and Falk (2012) students who are already acquainted with a foreign language should learn a new foreign language easier than those who are not. University students in many countries and in Ghana as well, learn a new foreign language not as a second (L2), but as a third (L3) or fourth (L4) language. However, in several cases, language instructors meet students who really struggle with the learning of the new foreign language. In this article we examine challenges language instructors may meet in young adult beginner's classes in the teaching of foreign languages based on our experience in teaching Russian language courses such as *Beginning Russian, Pronunciation and Basic Reading Skills* and *Introduction to Russian Studies* in the University of Ghana. Special attention is paid on the psychological peculiarities of the students and instructors, the social background of the students, their attitude toward languages, the relationship between the number of students in a class and productivity, etc. The paper also provides good ways of taking students through the first lessons and how to help them to appreciate the language and culture of the people whose language is being learnt.

Keywords: foreign language, teaching of Russian language

Migration Discourses in Documentary Films

Erzsébet CSEREKLYE

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

My presentation will introduce short analysis of discourses on migration appearing in documentary films in the „*Strangers in My Garden*" collection of the Docuart Film Arts Center, Budapest, Hungary: http://strangersinmygarden.hu/

The theoretical basis of the presentation was my PhD research on social and educational discourses of multicultural-, intercultural-, and social diversity theories. All approaches are describing multiculturalism and interculturalism as a gradual approach, from a more conservative to reconstructive descriptions for possible interactions among dominant and non-dominant groups.

On the basis on my comparative analysis three main approaches might be described that are present in all these discourses: a *compensatory approach*, where the success strategy of both migrants and dominant groups is most commonly is to adjust to the dominant culture and keep their non-dominant identities in an isolated, celebrational way. Second is a approach to cultural diversity in a *static and pluralist* way: *tolerance-* and *cooperation-approaches* belong to this group, where there is a contact – in diverse forms and levels – among social groups, however their everyday practices and identities stay intact. The third approach is a *dynamic view of culture and society,* where critical, transformative approaches and practices are present.

I looked within this theoretic framework to documentaries where immigrants are reflecting either to their own success strategies in their new home countries or the process of their re-integration in their country of origin, and found that while first generation immigrants upon their arrival accept easily compensatory approaches, where their own culture is looked at as a deficit, they often look at their stay in the host communities as temporary, even if it lasts for decades. Second and third generation immigrants have very different approaches, depending on their social status. *Tolerance-* and *cooperation-approaches* appear frequently in their strategies, and those who are the most successful in their studies or at the labor market take initiatives for reconstructing their identities and environment in *transformative* ways.

My presentation will show the framework of analysis and examples of multicultural- and intercultural discourses from films portraying various social and culturally diverse settings.

Keywords: intercultural education, multicultural education

Adverse Care – the Theories of Psychological Overprotection based on the Psychoanalytic Idea from Momism to Interactional Synchrony

Domokos Zoltán CSOMORTÁNI

csomortani@jgypk.u-szeged.hu
(University of Szeged, Szeged, Hungary)

Reviewing the scientific literature of the past fifty years we can recognize that there are more and more articles and studies dealing with the subject of psychological overprotection. Besides the positive impacts of the extended and interdisciplinary interest (clinical psychology, paediatrics, rehabilitation medicine, sociology, etc.) it becomes clear that the parallel definitions of the term and the deficient communication between the different scientific areas lead to definitional problems what set back the future investigations and impugn the validity of the solutions. This lecture is a part of a longer project in which I'll try to find a more efficient definition and operationalization for the term of parental/educator/helper overprotection.

This study shows the evolution of the psychological overprotection term from the use and research of momism concept. In the next step will be shown the definitions of overprotection used by psychoanalytic studies (e.g. parent complex, extended incest, alternative explanation of Oedipus complex). In addition to definitions psychoanalytic theorists gave a detailed description about child, parental and cultural background of overprotection, the long term impacts of the phenomena, the possibilities of the therapy, and the extension of the term to the whole educational and mental hygienic areas.

In the last part of the lecture will be shown the relation of the attachment term to the overprotection, and proven that the detachment processes are integral parts of attachment ones. The last conclusion of this study is that for investigate the phenomena of overprotection we have to take notice of attachment-detachment process dynamics, the so-called interpersonal synchrony of the parent/child, helper/helpee dyad.

Keywords: parental overprotection, psychoanalytic theories, attachment, attachment-detachment processes, interactional synchrony.

Misconceptions of Science Teacher Candidates Regarding Basic Concepts of Astronomy: The Case of Turkey

Mustafa DOGRU & Nejla CAMLOGLU

mustafadogru@akdeniz.edu.tr & ncamlioglu@akdeniz.edu.tr
(Mediterranean University, Antalya, Turkey)

It is known that teachers and students have certain misconceptions on such basic astronomical issues which are an indispensable part of our daily life as the Sun, Moon, the Stars, the Galaxies and gravity. Concepts are structures that gain meaning in individual's mind; they can change in time in accordance with the individual experience. Regarding our educational system, the individual makes the knowledge meaningful through accumulating new concepts in every other year. Preliminary knowledge is of considerable significance within the process of interpretation. When considered from this point of view, correcting a misconception is harder than teaching a new concept. When the research performed concerning the issue, it is stated that there are certain misconceptions regarding the basic astronomy concepts among second stage students within primary education (12-14 years-old). Observed the past experiences of the children regarding the issue, it is contended that the misconceptions exist in the first stage level as well. In fact, regarding the spiral proceeding educational programs, the individual is trying to establish new knowledge up on already mistakenly interpreted concepts; thus, it becomes rather more difficult to correct the prevailing mistakes in proceeding periods. In the studies, the importance of reification in resolving the misconceptions is mentioned. Since the concept of astronomy is a rather abstract term for the students, the topic becomes more meaningful through modelling method, three-dimensional videos and simulations. However, this interpretation process is quite difficult. In the research, it is emphasized that the teachers needed to be given a competent training on this topic in order for the students to configure the information accurately. Rather than determining the misconceptions of the students, it is argued that, determining the misconceptions of the teachers and providing them with a training accordingly, the elements which would lead to confusion in students' concept formation might be abolished.

Our research is conducted with 60 first grade students studying at the Science Education Program in the Mediterranean University in 2011-2012 Fall semester. In order to uncover the misconceptions of the students, they have been asked to draw about the themes of "earth, sun, moon, stars, galaxies and gravity" and to shortly explain on the back page of the drawing sheet what they wanted to represent in the drawing. Some of the students are applied semi-structured interview and the descriptive and content analyses of the study are made.

It is determined in the research regarding the basic astronomical concepts that the candidate teachers as well who have not received any training on astronomy education yet had certain misconceptions.

It is reflected that once the training of our teachers who will educate the students on the topic in the future is performed properly, the misconceptions of the students will decrease.

Keywords: astronomy, misconception, candidate science teachers

Are employee competencies for "learning" organizations educable?

Mirosava Đurišić-Bojanović

mdjurisic@rcub.bg.ac.rs
(Faculty of Philosophy, Belgrade, Serbia)

Identification of organisational competences in knowledge-based society is based on the fact that post-industrial organisations are observed as "learning" ones. Complex problems of social and biological environment require readiness for change, tolerance of uncertainty, innovativeness, creativity, flexibility, cooperativeness, working in multicultural environment. Employees are facing the demands for simultaneous processing of different options and solving complex and often controversial problems in the conditions of high uncertainty. By analysing the key employee competences in contemporary organisations, we extracted the cognitive flexibility as their common psychological correlate. In this research, cognitive flexibility is represented by the variable of acceptance of plurality of ideas (API). Research goal was to determine whether it was possible to practice flexible cognitive strategies. Convenience sample was used. It comprised the fourth year students from the psychology department, majoring in work psychology. Practice effects were monitored in the course of three school years: 2006/7(N=30); 2007/8(N=19); 2008/9(N=55). The instruments used for assessing practice effects were pre-test (APIpre) and post-test scale (APIpost), constructed by the author. Scale reliability was measured by Cronbach alpha (APIpre = 0.83; APIpost = 0.84). Pre-test scale (APIpre) was administered at the beginning of the school year, and post-test scale (APIpost) at the end of summer semester. T-test was used for determining practice effects for dependent samples. T-test for dependent samples for post-test score was t= 47.068 for df =30 significant at p< .01. T-test for dependent samples for post-test score for the generation 2008/9 was t=15.488 for df=55 significant at p< .01.The above-stated results are especially significant both for education and for practice of "learning" organisations.The resullts suggest the possibility of improving professional competencies – readiness for change, tolerance of uncertainty, initiative, solving complex problems – by developing programmes of education, training and professional development of employees.

Keywords: professional competencies, cognitive flexibility, learning organisations, practicing acceptance of plurality of ideas

The importance of primary school students' self-knowledge in the first, sensitive period of career choice

Ildikó ERDEI

ildiko.erdeif@gmail.com
(Timis County Centre for Psycho-pedagogical Resources and Assistance, Timișoara, Romania)

Zsófia Irén HORVÁTH

zsofiahorvath@yahoo.com
(Sapientia University, Tîrgu Mureş, Romania)

The development of self-awareness is a primary task not only for the individual, but career guidance that promotes social inclusion is based on it as well. Without fundamental self-knowledge, career decisions and career plans become random.

Within the framework of our study carried out in 2011, nearly 600 fifth-grade and eighth-grade students presented their self-characterizations. The students were divided in three different groups according to their nationalities: Hungarians from Transylvania, Romanians from Transylvania and Hungarians from Hungary. In the compositions that we processed through means of content analysis we examined the frequency of self-concept components and the differences in the categories of different groups. Our study aims to determine how aware of their skills are eighth-grade students who face career choices, which areas seem interesting to them, whether there is a difference between fifth and eighth grade students in naming the skills.

In our study we deal separately with data that is relevant to career choice, we compare the level and complexity of self-knowledge of the different groups outlined in their self-characterizations.

The findings point to an important phenomenon in the process of career choice: eighth-grade students do not reference more skills than their fifth-grade peers, and by the age of 14-15 years the conversion from the "smart-dumb" dimension to naming diverse skills does not happen. Eighth-grade students become more interested in various areas, their self-knowledge becomes more mature. All these facts support the need for professional career guidance in Romanian schools.

Keywords: career choice, process of career choice

A programming language for the development of thinking

Károly FARKAS

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

1. Logo is especially suitable for the development of thinking
2. Logo is widespread in education in the beginning years
3. The latest Logo versions are full programming languages

Thesis: Logo could be used in higher education as well

IT is more than computer technology. First the computer was used for elaborate computations or for processing large amounts of data. Later people realised that the computer can handle strings very well. From that time on the computer is an indispensable tool in the office. Text processing has overcome handwriting. Today in several states in the USA handwriting is not taught. The quality of monitors has improved so much that the monitor can be used as a TV. Thus the computer has become the general home entertainment tool. However, the computer is more than all the above; it can be used for modelling theoretical experiments as well as for education.

Using the turtle geometry of Logo, mathematical thinking can be developed at an earlier age, but what is even more important, without math phobia, in an effective and playful way. In Hungarian schools, apart from text editors Logo is the most widespread software. From year to year Logo competitions are organised.

While learning programming, one meets notions that can be best demonstrated with Logo. Syntonicity – the easy way of empathy – is a great help when you draw a shape, the turtle is a good tool. Building the figures from parts makes a structure understood. List handling of Logo helps in developing logical thinking. The easy way of drawing on the screen makes you enjoy the cognitive operations like algorithmic and process oriented thinking.

Logo is also one of the best tools for developing an object oriented view. It contains objects like figures, buttons and bars whose properties can be very easily understood.

Based on the above, as well as the various applications that are increasing in number I claim that Logo-pedagogy is a very effective tool in learning programming.

In my presentation I generate some advanced mathematical curves whose main features will be easy to understand even for those who are not experts in mathematics. Additional examples can be found in my recent book in Hungarian: *Játékos teknőcgeometria*, Budapest, 2011.

Keywords: digital literacy, Logo, development of thinking

Ties and Links – Examples of European International Academic Contacts

Ilona Dora FEKETE

feketeilona@ektf.hu
(Eszterházy Károly College, Eger, Hungary)

The analysis of academic cooperation of researchers and instructors has not had a long term history, especially in Hungary, thus it is a field yet to be explored; therefore, it is likely that this area will be in the focus of attention of education politics in the coming decades. There have been several studies written on researchers and instructors, or on the social background and professional socialization of the emerging generations of researchers and instructors. The international special literature focuses mainly on the instructors of the restructured higher education, the effects of the expansion, the difficulties of the switch to the multiple cyclic training structure, and the changes in the roles of instructors. Even more researches touch upon the question of student and staff mobility – but only as a desired, supportable phenomenon, and only a few studies analyze the social composition of students in mobility, which rank them according to sex, age, social and minority status. Other works examine questions of the quality and efficiency of training, but the similar parameters of the instructors' academic work are mainly studied by accreditation bureaus, that construct more or less restrained indicators for measuring their international academic integration.

International academic cooperation and contact among lecturers and researchers could be understood as a complex procedure, which could be influenced both by a series of individuals' decisions, and the competitive and cooperative features of governmental initiatives and international academic communities. Thus, this presentation wishes to throw light upon certain aspects of the topic with the help of a comparative approach, based on the findings of Hungarian and Norwegian researches, as well as the author's own examinations carried out in two major higher educational institutions in the Eastern part of Hungary. Among these aspects, a special emphasis is put on language knowledge, getting familiarized with each other's culture and mutual communication.

Keywords: mobility, language knowledge

Language and Mobility in the European Higher Education Area

Csaba FÉNYES

csaba@angoltanszek.hu
(University of Pécs, Pécs, Hungary)

This paper examines the links between mobility within the European Higher Education Area and languages, focussing mainly on the Erasmus Programme.

Mobility is generally regarded as one of the highest priorities of the Bologna Process, yet research shows that countries have shown little success in achieving this goal within the EHEA: only a small percentage of HEI students take part in training at foreign institutions. We will demonstrate that the low level of mobility is partly caused by factors associated with languages: the level of knowledge and use of foreign languages by students, instructors and staff at higher education institutions, as well as the foreign languages spoken and used in the receiving and sending countries.

Examining the language situation in Europe and the EHEA, we will argue that English plays a central role in the overall picture - an unsurprising claim in itself. What is more than surprising, we argue, is that Bologna documents have little if anything to say about the language issue as a factor influencing mobility. When languages are mentioned, the documents are, without exception, emphasizing the need to preserve the diversity of languages in the EHEA. This approach is adopted in almost all of the European Union documents as well. We will call this a hypocritical and false approach to languages. We will further argue that this approach is not only mistaken but considerably hinders reaching the goals laid out in the Bologna declarations.

The paper collects arguments to show that language knowledge plays a crucial role in students decision making about studying abroad, both in a positive and a negative way. We will also demonstrate that, although other factors may be important, foreign languages, especially English, spoken and used in the receiving countries will have a decisive role to play in students' decision on selecting the receiving country.

Keywords: mobility, language knowledge

Roma, social capital and the school

Mihály Fónai

fonai.mihaly@law.unideb.hu
(University of Debrecen, Debrecen, Hungary)

In my presentation I deal with educated level of Roma population in small Hungarian city (Tiszavasvári), and what they think on education and school. I analyze this question in the frame of social capital theories. According to my results there are significant differences between two Gypsies ethnic group of the city (Hungarian Gypsies and Vlach Gypsies) in every dimension of living conditions and other indices (e.g. education, incomes, employment). Also important differences prevail in these Roma ethnic groups on the field of social capital. I measure the social capital by supporting network what Roma persons can recline on when they have any problem in their life. These networks have formal and informal actors and institutions.

According to results the low school education and vocational training create high unemployment for the Roma. Most of the respondents would like to have a vocational education but there are a number of them who would like to pass a secondary school final exam or perhaps to get a degree.

The Roma heads of families have serious expectations regarding their children's education. One third of them would like their children to have vocational and secondary school final exam and more than one fourth would like them to have a degree. Thus, there is a large group of parents who see further education of their children as important. There is a significant difference between the two Roma ethnic groups regarding their children's education. Most of the Vlach Gypsy parents see elementary school graduation as enough for their children, but the rate of those who can imagine a degree for their children is higher for Hungarian Gypsy parents. These data show the Gypsy parents' expectations and the city's schools can utilize it – but at the same time most of the Gypsy students have serious problems in elementary school. The number of school dropouts and the number of those who have to repeat a school year is rather high.

The heads of families accept the causes of dropping out *primarily as financial reasons: They did not have enough money for clothes or supplies, they had to work, so the fact that their children did not complete elementary school was interpreted as a consequence of poverty.* This argument is particularly true in case of the Vlach Gypsies. The lack of motivation in the children (they did not feel like going to school) is considered less important, although it is still considered a reason among the answers of the Vlach Gypsy heads of families. Statements concerning discrimination and urgent change in family circumstances have less weight among the reasons for dropping out of school.

Keywords: Roma students, schooling of Roma children

Contest of the Wine and the Water – Bacchus and Neptune in some Denominational School Plays

László Pál GALUSKA

galuska.laszlo@tfk.kefo.hu
(Kecskemét College, Kecskemét, Hungary)

What could we have done if we were Catholic monk teachers in the 18th century and we did not want our students to wildly roister in Carnival? We would have stood to the lead in celebration, organized a theatrical play, steered a new direction to the turbulence. These were the best prescriptions of the denominational tutors in those times. Therefore the carnival performances were better and better in all faith-based schools. In this presentation we analyze the appearances of Bacchus in the denominational school plays. The Pauline monk Dániel Borss interconnects two traditions: the European which was named "literary expression" of the folk laughter-culture by Mikhail Bakhtin and the Hungarian folk tradition of the Carnival. In the earliest texts there was a debate and duel between Bacchus and Neptune – Carnival and Lent – exorbitance and temperance. Not only the important action items but the attributes of main characters are analogues to each other. The play named Bakhvs expresses the requisites of the 18th century, adapts to the claim of the public and leads toward fantastic-grotesque and folkloristic manifestations of the 19th century. While in the earlier comedies there were only dialogues in this play the actions are important. This drama is worthy ancestor of the folk-play. (A folk-play is the famous Hungarian actor and dramatist Szigligeti's own word for vernacular topic dramas in Hungarian: *népszínmű*.)

Keywords: school plays, history of education

Entrepreneurial Universities - A Bridge between the Economy and the Higher Education

Erika GARAJ

garaj.erika@edutus.hu
(Edutus College, Budapest, Hungary)

The paper attempts to introduce some aspects of the Third Generation Universities (3GUs) which provides a unique mixture of business-to-business, non-business and social aspects. A technical development-orientation of the traditional universities is needed because this provides transparency to society. Besides, it makes the future active economic and social innovative role universities wish to play acceptable. At the moment first line Hungarian universities are at the stage of utilizing technical innovations. Technology transfer organizations are to serve this. They are almost exclusively financed by government projects, thus indirectly generated and subsidized by the state. In the present economic environment the society is undergoing radical changes and these must be reflected in social organizations too. Universities have always showed flexibility: first in developing the mission of education, then in adopting knowledge-generating mission, later in adopting the entrepreneurial attitude. Nowadays a new mission should be accepted: 3GUs can be regarded as "sustainable entrepreneurial universities".

A determining factor of entrepreneurial universities is the alumni system. This article presents a case study about alumni as a professional community established by Edutus College in 2011. Our study aims to set an example how a Hungarian college's alumni business relations can become an innovation resource through co-operation with companies specially SMEs. The key players of the knowledge basis of Edutus College are the alumnus students who after entering the labor market or creating an own enterprises, turn back to their alma mater with multiplied knowledge as potential partners in R&D projects. Reaching this target group and communicating with them is a great challenge for institutions, because there are no proper and traditional alumni networks in our country. The College contributes with its up-to-date virtual space to the formation of a real professional community from its alumnus students and encourage their activities within business education. By benchmark analysis of international alumni networks we try to state some proposals and further development opportunities.

Keywords: higher education, innovation, technology transfer, research and development (R&D), network, small and medium enterprises (SMEs), business education

Violence inside the family and social performance in class

Elisaveta GEORGIEVA KOSTOVA & Javier Martín BABARRO

elisaveta.georgieva@hotmail.es & elisageo@pdi.ucm.es
Universidad Complutense de Madrid

A number of studies point to the relationship between bullying, victimization at school and child abuse at home (Ducan, 1999). The participation in dynamics of harassment at school appears to be associated among other factors with the exposition of the child to family violence (Baldry, 2003). The purpose of our study is to analyze the social status in a group, the adopted roles in bullying dynamics at school and the scores on a questionnaire on the behavioral problems of children who suffer from physical or verbal abuse at home. We worked with a sample of 2852 children from 25 secondary schools. Variance analysis tests were used to determine the scores of the students in the family abuse condition compared with those who had never suffered from it. The results show a higher involvement of the students who suffer from child abuse in bullying episodes, being both victims and victimizers. Those students also showed a higher score in the factors related to externalization, as for example, the tendency to become pre-dissocial or to present impulsive traits or deficit of attention.

Finally, we completed some multilevel analysis in order to study the class variables and their interaction with the individual variables, as for example, the home abuse circumstance or the individual victimization they have suffered from. We found that the students who suffered from child abuse presented a major tendency to become victims or victimizers in those groups where there was a deteriorated environment and where a higher level of violence appeared.

Keywords: bullying, violence in class

Development of student competences by creating an instructional video: presentation of a case

Ákos GOCSÁL

gocsal@gmail.com
(University of Pécs, Pécs, Hungary)

The aim of this paper is to present the process and results of a project in which students of the MA level Teacher of Engineering programme (University of Pécs, Pollack Mihály Faculty of Engineering and Information Technology, Hungary) created an instructional video about a chemical experiment.

Skills related to the use of modern information and communication devices represent one field of development that is demanded by the qualification documents for teachers. In this project, the development of such competences was primarily aimed.

First, in a team work, the project was designed, i.e. general aims, tasks, time schedule, responsibilities. The main activities of the project included: 1. Discussion of an instructional video from didactical point of view, possibilities and limitations. 2. Creation of a script, with a step-by-step description of the chemical phenomenon and the method of demonstration. 3. Recording and editing. 4. Evaluation of results and team activities. During the implementation of the project, assistance by a professional camera operator was used for the discussion of the visual expression tools to be used. As a result of the project, the video was successfully created.

The project turned out to be more complex than originally expected. So the main conclusion is that such a project demands a lot of preparation and attention but can contribute to the development of the students in multiple areas, such as:

- technical skills: the use of a video camera and a video editing software.
- professional skills: better understanding and deeper awareness of didactical functions, ideas for using new methods, experiences with the project method.
- thinking skills: an in-depth analysis of the phenomenon for writing script, an understanding and application of cause and effect, part and whole, simple and complex relations. Organizing events (shots) into a coherent "story" (synthesis). Creative and critical thinking for the creation of the video.
- social skills: cooperation during the whole project.
- visual expression skills: understanding and use of the visual language of the camera for the presentation of the subject matter.

Another advantage of this method is that the same procedure can be tried and used in a secondary school and thus children's skills can be developed as well. Since it is time consuming and only a relatively few students can be involved, it can mainly be applied as an extracurricular activity. The method can be, however, motivating and can provide success experience. Also, it requires an active participation of students, so, can largely support their learning activities, while the recording itself can also be used for learning and teaching of the subject. It is therefore concluded that creation of a video recording can be a useful method both in teacher training and at secondary level as well.

Keywords: information, communication, competences

Interaction and communication in the ICT classroom

Zsuzsa GONDA

zsuzsi.gonda@gmail.com
(Eötvös Loránd University, Budapest, Hungary)

Traditionally two types of interaction can be distinguished in a classroom: the first is between teacher and student and the second is between student and student. However, the typical classroom has changed enormously since the appearance of different ICT tools in education. These tools established the third type of interaction, which is between a machine and a human being. In this presentation the emphasis is on the teacher's communication with one of the most frequently used ICT tools, the interactive whiteboard.

This research studies the definition of interaction to find out how works it between an ICT-tool and a teacher in a secondary school classroom. The aim of the analysis is to describe what the communication of a teacher is like when using the interactive whiteboard in the lesson. The main aspects of the analysis are the description of the turns in a teacher – interactive whiteboard and teacher – student discourse and the categorization of the teacher's utterances which apply to the use of the interactive whiteboard (instructions, questions and feed-back utterances).

This study analyses 10 secondary school lessons which were recorded in an ICT classroom in different subjects. Although video recordings allow for studying nonverbalelements, the focus in this presentation stays on verbal communication.

The results of the study reveal teacher's communication habits in an ICT classroom and can help teachers to raise the efficiency of their communication. If teachers are aware of their communication habits, they will use the different types of utterances accurately and develop their communication strategies.

Keywords: communication, ICT classroom, ICT tools

An intercultural study on perceiving emotions in Vojvodina through the emotional Stroop task

Beáta GRABOVAC

beagrabovac@gmail.com
(Teachers' Training Faculty in Hungarian, Subotica, Serbia)

The aim of this research is to map the possible differences between monolinguals and bilinguals from Vojvodina in their emotional functioning. Ethnically, the dominant group living in Vojvodina is the Serb, which uses Serbian language, but there is a minority group which mostly uses Hungarian in family and educational settings. Bilinguals from Vojvodina are mostly using Hungarian as a dominant language, but they are under a powerful impact of Serbian from their early childhood years. In many cases the language of education in bilinguals is mixed in the sense that they go to Hungarian secondary school and then to Serbian university (or the opposite). In the psychology of bilingualism there is a current debate about the structure of the emotional world of a bilingual. Interestingly, it is still an open question whether the emotional words have the same intensity in the mother tongue and the second language and in addition to this is the mother tongue the language that always dominates upon the emotional expressivity.

In our research we would use a new version of the emotional Stroop task in participants who are studying either in Serbian or in Hungarian to investigate the question of emotional charge of the languages in question. Daniel Algom and his collegaues have modified the emotional Stroop task to improve it. Their aim was to match the two types of words on all confounding characteristics and all extraneous variables by using idiomatic two-word expressions.

In our study we would use either Hungaian or Serbian two-word expressions, matched translations, to see whether we can find the emotional Stroop interference: a slowdown effect for the negative words compared to their neutral counterparts in Vojvodinian participants.

Keywords: emotional Stroop task, bilingualism

A contribution to the Turkish validation of "The Approaches to Learning Science Scale"

Cem Oktay GUZELLER & Tuna GENCOSMAN

cguzeller@gmail.com & tunagencosman@gmail.com
(Akdeniz University, Antalya, Turkey) & (Gazi University, Ankara, Turkey)

The concept of 'approach to learning' is the point of departure for the emerging conceptual framework known generically as 'student approaches to learning' (SAL) theory. SAL theory has become a meta-theory for conceptualising teaching and learning, which has gone in two majordirections: phenomenography and constructivism and systems theory.

Researchers of approaches to learning have generally expressed two major ways of experiencing and handling learning situations, referred to as deep and surface approaches. Deep approaches are associated with intrinsic motivation and interest in the content of the task, a focus on understanding the meaning of the learning material, an attempt to relate parts to each other, new ideas to previous knowledge, and conceptions to everyday experiences. In contrast, surface approaches relate to learning via extrinsic or instrumental motivation, perceive the tasks as a demand to be met, tend to memorize separate facts, reproduce terms and produce them through rote learning, and/or view a particular task in isolation from other tasks and real life as a whole.

Learning science is complex that student has at different times to acquire new information, reorganize existing knowledge and even discard cherished ideas. In assessments of approaches to learning science may potentially inform us of the processes involved in students' science learning. Also, the measurement tools can be use by teachers in primary schools to evaluate the learning approaches of their students. In this context, the main purposes of the present study were to evaluate: the psychometric properties of the Turkish version of the The Approaches to Learning Science Scale (ALS). Within this scope, structure validity of the scale was examined with exploratory and confirmatory factor analysis. The psychometric properties of ALS were evaluated on a sample of 160 Turkish students in primary school.

In our study, as distinct from the original structure two items are not included. They both give low solution value and their t-values are not reasonable so these items were excluded from the scale. When all the obtained results are examined as a whole, all items included in the model show consistency with the model.

Also, for convergent validity, item reliability, construct reliability and average variance values were calculated and it was found that item reliability and construct reliability values generally provided the required criteria. Item reliability and construct reliability values with respect to the obtained 2-factor structure provided the required standard. The average variance extracted value had a value below the criteria value for both sub-dimensions. Discriminant validity was above the criteria value in all dimensions. The reliability of the ALS appeared to be satisfactory, with good internal consistency ($\alpha = .84$).

In conclusion, this study based on the results of exploratory factor analysis, convergent validity, discriminant validity and confirmatory factor analysis, it can be said that the 2-factor structure of ALS comprising 24 items is a reliable and valid model for the Turkish primary students and performs a dependable measurement.

Keywords: validation, research

Adult Basic Education On-Reserve in Saskatchewan

Vivian HAJNAL

vivian.hajnal@usask.ca
(University of Saskatchewan, Saskatoon, Saskatchewan, Canada)

Adult Basic Education (ABE) is the provision of opportunities to learn for adults who are not eligible to attend the provincial K-12 school systems. In Saskatchewan (SK), ABE is offered through the auspices of the Regional Colleges allowing adults to take up a second chance opportunity to attain their grade 12 equivalency or to advance their skills. While ABE in towns and cities has had a place in the educational opportunities for adults for over 40 years, the provision of on-reserve ABE programs is recent. This paper describes both the need for on-reserve ABE and the current programs.

The province's current proportion of Aboriginal population is 16%, and is expected to grow to 21-24% by 2030. This is a large demographic shift. As well, SK, with a booming economy, is facing a major skills shortage. To prosper as a province, a more skilled workforce is required and our Aboriginal population and new immigrants are expected to contribute their skills to this need.

There is an Aboriginal education gap in Canada, including SK. The dropout rate in the 20-24 age group for Aboriginal people (North American Indian, Métis, and Inuit) living off-reserve is 22.6% compared to 8.5% for non-Aboriginal people. While 43% of Aboriginals in SK do not have a high school equivalency, the comparative percent for American Indians living on-reserve is higher and estimated to be 55%. At every level of education, Aboriginal attainment results are lower.

The ABE on-reserve program was designed to help achieve both pecuniary and nonpecuniary goals for Aboriginal peoples. The nonpecuniary results for education include enhancing self-concept, the degree of job and life satisfaction, and the effects on health, marriage, parenting, as well as risky behaviours. The development of knowledge-based skills, including critical thinking and social skills and the contribution to the on-reserve community are other nonpecuniary benefits.

As dropouts earn less than those with a high school diploma, there is a financial impetus to attain the school-leaving credential. For example, the lifetime earnings for a female North American Indian without a high school equivalency is $202,279, for a high school diploma is $479,788 and for a Bachelor's degree is $1,382,858 (Howe, 2011). Women have a slightly higher return for education than do the men. Without an education, Aboriginal people earn far less than non-Aboriginal people.

While the majority of ABE learners complete their programs, many leave before completing their credential (30%). This research described in this paper examines the programs, the program's successes and opportunities for improvement from the perspectives of the partners involved in the process, the Regional Colleges, the First Nation Communities, and the Aboriginal learners. The research was conducted by three colleagues at the University of Saskatchewan, Drs. Michael Cottrell, Michelle Prytula and Vivian Hajnal.

Keywords: adult education, basic education

The function and the possibilities of the schoolwork progress of the children in the child care system

Andrea HOMOKI

homoki.andrea@gk.szie.hu
(Szent István University, Gyula, Hungary)

The theoretical and statistic background of our empirical research is shown in the presentation about the scholastic's walk of life and the resilience ability of children who are in the child care and protection system in Hungary. The life of the children in the child care and protection system is full of deprivation and privation such as maternal privation. Their societal, economic and social support's level is low. Their social exclusion is aimed by the different social-economic disadvantages. According to Ferge these children's out breaking very difficult from the poverty and brand, stigmatization is. In that case the poverty next to deviance is too, it is a frequent occurrence the children are taken from parents for being endangered. This occurrence is very traumatical for the children. This event always leaves a mark on their self-respect. We know the effect of physical and mental poise by a healthy personality development in childhood, that's why it is a particularly important function this huge blemish will be removed by the child care and protection system. The means and methods should be provided by the child protection due to moderate of the disadvantages. On children's way to the child care and protection system for example to foster parents or different foster home is evident to say are removed from the genealogical family by the professional social workers too straining and traumatical for both the children and parents. After all there are children in the child care system who are able to learn and make good progress in the schoolwork so that after the secondary school their integration to higher education. The presentation shows the interdisciplinary child protection system of Hungary, further discusses the changeable child care's paradigms and those theoretic, definitions and the social background of family problems which determinate the special social status of the supporting children. According to the statistic data the presentation aims actual picture of the research's population, the supporting children's status (N=2000) and summarizes the related national and international researches' results. In the end it reviews the hypothesis and methods of own current research.

Keywords: child care system, children

The „SZAC" and the „KAC" as the scenes of informal learning

Attila Horváth H.

hha@almos.vein.hu
(University of Pannonia, Veszprém, Hungary)

Problem. The system of life long and life wide learning makes a distinction between the formal, non-formal and informal learning to be important. The informal learning is happening everywhere all the time so it's reasonable to study it from a historical aspect and to analyze the scenes of informal learning. Sports clubs can be considered the most influential non-governmental organizations at the beginning of the 20th century. It worth searching the sports clubs as a special scene of informal learning and analyze its role in the life of the two represented suburban boys.

Aim and Methods. In the examined period Hungary begins to become "sports power". This lecture focuses on two football players (Puskás and Deák) on their clubs (Kispest Athletic Club and Szentlőrinc Athletic Club) and on the two settlements near the capital which educated them. It may be hypothesized that we can identify the forms of learning and education in the little community, the scenes of informal learning concerning the sports clubs, if we base on history of society, on local history, on oral history (interview with relatives, peers, old colloquies of clubs), on analysis of local newspapers and photos.

Results. The establishment of the „KAC" and the „SZAC" was quite at the same time, many years after that the firsts football clubs were established in the capital. The two examined sports clubs had a lot of parallelism because the development of Kispest and Szentlőrinc was in a strong contact, so we can find similarity in the consistence of society, in the structure of settlement, in the scenes of informal learning. The establishment of sports clubs represented an expression of identity for the people living in the given settlement, and later on as a result of their operation this identity was constantly formed. Most lower middle class and working class boys in towns were playing football on empty sites all day long. They were dreaming of becoming so famous players as their idols were. These boys were extremely happy when they were invited to join the pre-junior team. They knew about the strict hierarchy and discipline of the changing rooms. The way they took place in this reception/integration process played an important role in their future career.

Keywords: scene of informal learning, sports clubs, reception/integration process

The elder population's learning needs and opportunities research in Somogy country

Ildikó HORVÁTHNÉ TÓTH & Beáta CSIMÁNÉ POZSEGOVICS

toth.ildiko@ke.hu & pozsegovics.beata@ke.hu
(University of Kaposvár, Kaposvár, Hungary)

In our research we would like to give information about the elder age population's learning needs and opportunities in our residence, in Somogy County. Main purpose of the survey is the examination of the population with 60 years of elder and above, living in Somogy region. Main areas of the analysis are their physical and intellectual activities and their motivation onto the accomplishment of the community activities and the forming of the informal learning manners.

Eurostat data shows participation in education of the 25-64 year age groups, but there are no relavant data for this age group in Hungary. In Hungary the age of students who participate in an adult education and training outside the school system relates to 55 years age group and above. The family plays an important role for the aged people's nation which provides sense of security for them. If they do not have this kind of sense of security, it may lead to solitude. To be member of a community is just as important for them, than for any other age groups.

We plan to examine document analysis, domestic and foreign country literature and law regulations. We plan to do the survey questionnaire query and interview in 2012 March, with the help of the *Nyugdíjasok Szervezet Somogy Megyei Szövetség*.

The gerontology research did not receive wide-ranging publicity yet in the South-Transdanubian region's area of Somogy. We believe that our results may be useful for the region and for our residence, Somogy County. Our inferences may be contribute to the planning of gerontology courses for our institution, concerned to expanding the pensioner in the county for clubs', homes' program supply. The good practices contribute to the fact that the aged people nation should feel: they are useful members in our society, and that it is possible to learn it above 60 years of age.

Keywords: family, old people, learning in old age

How to Develop the Migrant Students' Hungarian Language Competencies with Hungarian Literature?

Mária ILLÉSNÉ DR. KOVÁCS & Orsolya PUTZ

bolmari@uni-miskolc.hu & boldek@uni-miskolc.hu
(University of Miskolc, Miskolc, Hungary)

How can migrant children be taught in a traditional Hungarian classroom? How can they deal with the same topics as their dominant language classmates in Hungarian Literature classes? How can their language and communication competencies be improved? These are one of the fundamental questions on which we were focusing, while developing a content-based language teaching aid in the field of Hungarian Literature for migrant children from third countries. This work was a part of a project called Step Together – Migrant Children in School, which was launched by the project team of the University of Miskolc in 2010. In our presentation we would like to introduce the target groups, goals, methodology, structure, and efficiency of the teaching aid in Hungarian Literature.

In the two-year period we have developed a content based language teaching aid and a lexical matrix in Hungarian Literature for migrant students from the 5th to the 8th grades in primary schools. Since the students' Hungarian language proficiency is very diverse we divided the key terms of the lexical matrix, as well as the exercises of the language teaching aid into three reference levels: A1, A2, and B1. We created different types of exercises from the most basic (highlighting words, finding missing letters, drawing the meaning of words) to more complex (inserting missing words, and phrases into short texts) and creative ones (writing short texts on given topics), taking into consideration the language proficiency levels of the children. According to the experiences of the teachers and students who used our books, the teaching aid seemed to be very useful and effective.

Why can our language teaching aid be considered as a unique one? Due to the fact that it is compatible with all Hungarian Literature course books, it considers the age-related features of the children, it can be started at any period of the school year, it is based on the content of the Hungarian Literature school subject, and it improves the Hungarian language competencies of the migrant students.

Keywords: literature, competences

A Case Study of Impression Management by High School Students

L N A Chandana JAYAWARDENA

chandanacj@gmail.com
(Tomas Bata University in Zlin, Czech Republic
and University of Peradeniya, Sri Lanka)

The quest for knowledge seems to be increasingly gathering momentum. Success in higher education is an effective way of securing gainful employments, and career development for the youth. Personality related pressures have also added to the challenges and aspirations of adolescence among the high school students. This paper focuses on the potential impact of educational reforms due to the accuracy of academic research findings, involving adolescents, due to Socially Desirable Responding (SDR). Literature and empirical findings confirm two main factors of SDR, viz: self-deceptive positivity, and impression management. There are many established SDR measurements, and the Balanced Inventory of Desirable Responding (BIDR) has been employed to measure the impression management (SDR factor) among the high school students. The study was conducted among eighty high school students (forty five girls, and thirty five boys) randomly selected from three high schools in the city of Zlin, Czech Republic. These students belonged to the third year of study in high schools focussed on Economics, Commercial and Technical studies. The study assured annonymity and confidentiality of the respondents. The twenty questions (statements) of BIDR to assess the impression management of respondents was distributed as a part of a questionnaire to avoid extra attention to the construct. The findings revealed that even amongst conditions of high annonymity, and confidentiality, there is a tendency for impression management among the high school students. The study also highlighted the gender differences in managing impressions. Though the Mean (M) and Satandard Deviation (SD) values recorded by the boys were closer to the normative values of BIDR, the M and SD values of girls had deviated with an upward trend. This suggests that high school girls, in the ages of 18, and 19, are more sensitive of their impression in the eyes of outsiders. This could also be related to the differences in personality characteristics of high school girls and boys. However, the existence of multiple modes, and relatively higher values of other descriptive statistics (e.g. Range, Skewness, Kurtosis etc.),especially for boys, emphasized the need for a larger sample study. Further research in large scale (focused on differing stages of students life upto tertiary education) will provide further insights on the implications of SDR factors in education. It is recommended that it would be prudent for policy makers, academics, and administrators to focus on the meaning of SDR factors of students, especially adolescents, in considering students feedback for effective educational reforms.

Keywords: Adolescence, Personality, Socially desirable responding, Impression management, Educational reforms

Ethnographic and medical considerations on the 'calus' (morris dance)

Angela JIREGHIE

ajireghie@yahoo.com
(University "Vasile Goldis" Arad, Arad, Romania)

Viorica BANCIU

tigerconf@gmail.com
(University of Oradea, Oradea, Romania)

A very ancient custom formerly spread on the whole Romanian folkloric area, the 'Calus' is practiced today in the Danube plane of Oltenia and Muntenia and sporadically in the west and south-west of Transylvania. The 'Calus' is a part of the Whitsuntide customs. It is practiced by an esoteric group of 7-9 men, group is constituted in the 'Saturday of the Whitsuntide', at half time between Easter and Whitsuntide and which takes a vow. Beginning from this date until the Whitsuntide they practice the dances belonging to this custom and become accustomed with their dancing. From Whitsuntide till the Thursday 8 days after it, the group goes from one house to another in its own village or in the neighboring ones and dances the 'Calus' dances. The dances which are practiced in our time have some spurs of initiation acts of phallic dances for fecundity and fertility.

But their meaning is now blotted in the conscience of the 'Calusari' and in that of collectivity where the 'Calus' is danced. Not very long ago, were cured by this dance those who were 'taken from Calus', from the 'iele' (malevolent spirits) , as they violated the interdiction of not working on some days between the 'Saturday of the Whitsuntide' and the Whitsuntide. The diagnosis of those 'taken from the Calus' is made by the aid of music.

This study intends to introduce some data about this old dance called the 'Calus. Practiced today sporadically in the south of Oltenia and also in connection with the curing through the 'Calus'. The direct observation made on the spot tries to detach the background of ancient beliefs of this practice, its magical valences and in parallel with these elements of psychological pressure and convention of this custom.

It contains interesting clear observations of the 'calusari' themselves, but also of the collectivity concerning the meaning of the dance that of the curing act and of other aspects formerly wrapped in mystery.

Keywords: music, dance

Quality indicators in education

Zuzana JUŠČÁKOVÁ

zuzana.juscakova@nucem.sk
(National Institute for Certified Educational Measurements, Bratislava, Slovakia)

POSTER

The article from Juščáková Z. *Quality indicators in education* concerns the identification of the construct of educational quality and characterization of selected quality indicators in the context of school self-evaluation. Nationwide testing at ISCED 2 and ISCED 3 level has 10 years long tradition in Slovak Republic. Overestimation of statistical outputs from testing at the end of a primary and secondary education by mass media and politicians has linked the concept of educational quality predominantly to cognitive and performance testing. A tendency to limit school evaluation solely on the outputs from testing knowledge, and performance skills, such as literacy and numeracy has grown over the time. The present state should be adjusted, therefore we want to accentuate the additional criteria of educational quality, for example student's motivation to learn, ethos and school environment, etc. In the project of assessment of educational quality, for the first time not only cognitive measurements tools are used, but non-cognitive too. In collaboration with 36 grammar and vocational schools we intend to find a way of assessing the complex nature of school environment by quantitative data. Solid database for the standardization of various test and questionnaires has been obtained, by testing approximately 2600 students. Those tools are aimed to capture wide variety of features from personal, social to cognitive characteristics. The implementation of our results is based on a feedback we provide for schools. Based on that school can make adjustments which are necessary to sustain or improve their educational quality. Major goal of the collaboration with schools at the present time is to elaborate the research in a close relation to school reality, its applicability in schools in real life and popularization of intended changes in legislation that concerns the evaluation of education in schools. The final goal of our research is to provide the methodology for assessment of educational quality, with intention to help the schools with their self-evaluation.

Keywords: quality indicators, indicators in education

Pedagogical information

János Tibor KARLOVITZ

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

WORKSHOP

The workshop is focused on three main activities:

1. Firstly, we have to conversation, what is information, especially pedagogical information.

2. Secondly, I think, it is interesting, how we could find relevant national pedagogical information by different countries. E.g. In Hungary we know, where we can get detailed data about elementary schools, secondary schoools, types of schools, results of schools. They are available at http://www.kir.hu/. But colleagues from other countries probably can not predict, that source of data in Hungary is the so-called „*Közoktatási Információs Rendszer*". I think, this is a similar difficult situation in other countries. E.g. I don't know, where are Turkish, or Slovak, or Romanian etc. sources of national data… We know only European educational statistics, but they are cumulative data.

3. Finally, could we write own pedagogical information? – E.g. to compile an article from the important informations about this conference, and sending it to national news agency or pedagogical journal.

Keywords: information, pedagogical information, databases on pedagogy

The status of Northeast-Hungarian scientific and technological training in the light of the IRIS survey

Ildikó KATONA

ildikatona@ektf.hu
(Eszterházy Károly College, Eger, Hungary)

The decreasing number of students in scientific and technological education has been a problem in higher education for years. The number of graduated students and their appearing on the labour market has been also decreasing. Other European countries are concerned as well; hence the Council of the European Union accepted a strategy in Lisbon in 2000 to solve the problem.

Based on the opinion of students, Norway launched the "Interests and Recruitment in Science" questionnaire survey project in 2010 in consortium with Denmark, Great-Britain, Italy and Slovenia.

The target of the project is collecting information from technological and scientific first-year students about their student life experience so far and their motivation of choosing their special studies. The Eszterházy Károly College connected to the project and carried out surveys about the students of Debrecen, Nyíregyháza, Gödöllő and Eger. The survey mainly contains closed questions, which have to be answered in order of importance or rather by the Linkert-scale. The completed questionnaires were processed by SPSS statistical software. This study summarize the antecedents of the specialty or training choice of students from scientific or technological area, how the training meets their requirements after the first year and what kind of priority do they have referring to the future.

Keywords: higher education, science,technology, career choice

The role of folk games in education

Miklósné KECSKÉS

paracsimo@gmail.com
(Mikrokozmosz Art School, Kaposvár, Hungary)

By nowadays culture mediation ways built on traditional family life have narrowed. The natural transmission of tradition has mostly ceased. Recent children born into a world saturated with global challenges. In this world the tasks of culture transmission transposes from family to school.

The Hungarian folkdance and folk game had been part of the education as subject, learning domain, module, and dance art section. The effect of the process began in the seventies.

Teaching folk games facilitate knowing our folklore, exist further, reconstitution and the esteem of our cultural inheritance.

The folk game as plain domain has invaluable rate to help in the contact creation between cultures and shaping the normal human connections. While playing, children became accustomed to situations. They had to adapt themselves to another at the very beginning. Teachers may turn this to their advantage when children make each other follow the rules, and it is not the teacher that need so. We may integrate several branches of Hungarian folk culture. The vast amount of knowledge handed down from generation to generation can be exploited from the very beginning of childhood. Folk poetry, folk games and folk craft may be used in classes with tales, music education and visual education. The game sequences will contribute to developing movement. A vital question is then, to what extent can they be adopted today, and how can they contribute to the development of today's children.

In my study I present the possibilities of using folk games considering the different scenes of the school area.

Keywords: folk games, didactic games

Playing with objects in autism

Marietta KÉKES SZABÓ

kszmarietta@gmail.com
(University of Szeged, Szeged, Hungary)

Although ortodox cognitive science has taken the perspective that organism and environment are separated, in the last 2-3 decades a new trend also became popular. According to this ecological approach organism and its environment make inseparable pair. In our research we returned to Gibson's theory to know how children selected the right informations for learning and use objects during their movements. However Piaget already demonstrated that development in the most natural activity, children play is obviously related to their cognitive capacity, motor development and cognitive development are usually studied separately. Autism is a pervasive developmental disorder with deficit in the next three areas: (1) frequency of spontaneous play (2) frequency of immaginative play (3) frequency and complexity of symbolic sequences. Pretend play is where child pretend to do things to be something else. But autistic children's ability to think symbolically is impaired. In our investigation we focused primarily on similarities and differencies in ecological approach occuring in object use and play performance in autism and typical development to learn more about them. We used a new method to study 1,5-4 year olds' visual experiences as these children use objects in symbolic and spontaneous play. The validity of the used head camera to show the children's visual field was appropriate. Our results support that sensory environment is very important for autistic people. Children choose objects in connection with their sensory profil, needs, motivations and abilities. Using dynamic representations seem to be more difficult for autistic people than children with typical development. In our further investigations we would also like to explore the development of play activities, affordancies and relations between object use, pretence and dynamic representational skills in autism and typical development. In this case results would have important implications for early treatment and intervention.

Keywords: object use, play activities, autism, ecological psychology, affordancies

How to get information out of data?
The last parliamentary elections in Hungary as an example

András KESZTHELYI

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

As we have more and more data stored digitally in computer systems it is obvious to try to find their *meaning* to get *information* out of the dead data. Data mining, a relatively young and interdisciplinary field to get information out of large data sets, is not only a strongly increasing field but a good example to show the difference between *data* and *information.*

Election fraud and human errors have been existing ever since elections exist. We could see many examples even at the last few elections in Hungary in spite of the circumstance that our voting system makes it impossible. Theoretically, at least. Having all the detailed data of the previous elections generally accessible for anyone we can use those data to do some basic analysing.

Analysing the mass data of the elections we may find significant differences between the results of the different voting districts which ought to be explained. If there is a natural explanation, sociological e.g., of the difference, there are no problems. If there are no such explanations, random errors or election fraud may be supposed. Mathematics and/or statistics give us useful tools which can help us to find possible problematic voting districts.

Hungarian electoral system was changed shortly after the last elections. Because I have examined the results of the last elections I am now explaining the previous system: Hungarian voters have two votes, one for an individual candidate and an other one for the list of a political party.

I downloaded the mass data of the last parliamentary elections of Hungary, loaded it into a database then run some queries on it. I investigated only districts where the set of the parties and the set of the parties of the individual candidates were the same. If the two sets are not the same that alone will cause a difference in the results.

Then I tried to find suitable constants to get only the most interesting places. I decided to use two constants: one for the number of votes and another for the proportion of the individual and list votes of the same party. Only voting districts having more than V_1 votes were taken into account, because the less the number of votes the bigger the random errors may be. The difference between the individual votes and the list votes is 'big enough' if the proportion is bigger than V_2.

This model ought to be developed a lot, of course, then it could be useful in warranting error-free elections. If cellphone companies can develop mathematical models having less than 1% error in predicting the churn, then we have possibilities even in the field of investigation of election results, too.

Keywords: information, data

The unconscious motivation of choosing a career of a teacher

Katalin KISSNÉ GOMBOS

knegomboskati@gmail.com
(University of Miskolc, Sárospatak, Hungary)

Choosing a carrier is a process whose result is choosing an activity or job, which is proper for the person's abilities and skills. Based on this he can prepare himself and start his carrier.

According to the concept of Donald E. Super the self-concept strongly influences the choice of carrier and the later professional content also depends on it. The person usually chooses from among carrier options, which coincide with his self-concept. The dynamic theories say that the infant age instinct needs are responsible for the later choice of carrier because these needs got satisfaction during the professional activities.

These needs are influenced by the experience of the early infant age attachments. According to Bolwby we form a so called internal work model which functions as a filter to make us see the functioning of human relationship. The people with secure attachment have positive self and they consider others positive as well. They have high self-esteem and they regard others reliable and available. The people with insecure style of attachment have negative self and consider others negative as well. They are fearful, dismissive, preoccupied. Their unconscious motivation of choosing a carrier of a teacher is to get corrective affective experience. This way they would like to obtain the feelings they were deprived from.

The role of a teacher is dual. It contains educations and training. Training is conveying knowledge, education is caring. Authority is needed to convey knowledge, caring attracts love.

In *Friedman's theory* the teacher profession is bi-polar. The teachers' carrier involves altruistic and narcissistic needs. Friedman's concept is based on *Kohut's bi-polar self theory* which suggests that the healthy self is bi-polar. One pole is the narcissistic ambitious one and the other is the altruistic one. The narcissistic person's effort is to achieve power and success and the altruistic pole hopes offering help without being rewarded. The narcissistic is self-centred, and the altruistic is others-centred.

My aim is to find out the Hungarian teachers' unconscious candidates motivation into the teacher's career. I use Friedman's questionnaire, titled „Personal Expectations of Teaching". I am going to present the result of this finding.

Keywords: motivation, career, educator, teacher, narcissistic

Professional stress and supporting teachers in difficult situations on the basis of Polish researches from the Lesser Poland and Subcarpathian Voivodeship

Maria KOCÓR

ma@mm.pl
(Rzeszow University, Rzeszow, Poland)

The problem of professional stress is quite common among modern societies because of rapid social changes and constantly increasing requirements for human work and various professions on the difficult labour market in Poland, Europe and the whole world. Stress is apparently severe as far as teachers' work is concerned, the essence of which is serving other people, based on direct interaction and helping them. Thus, the questions arise: How do they cope with them? What factors cause continuous stress and what is the level of support? What expectations do they have in the scope of other subjects of schools and environments?

Deliberations undertaken by the author concerning: understanding, types, causes and sources of professional stress, and also ways of coping with it at work, lead to the conclusion that long-lasting stress and lack of teachers' counter-measures and little support and help from others lead to the destructive phenomenon called professional burnout. The author presents it in her book: *School and teacher and the syndrome of professional burnout* (Mitel, Rzeszów 2010). She based her deliberations on the diagnosis of causes and sources and ways of coping with professional stress and supporting teachers in difficult situations. She used the results of empirical researches conducted in 2007-2009 using the diagnostic poll and questionnaire techniques among 500 teachers from various types of urban and rural school from the Lesser Poland and Subcarpathian Voivodeships. The researches prove that teachers assess their work as stressful. According to them, the major stressors are: school bureaucracy, constantly changing educational politics, low profession prestige and low salaries with reference to excessive quantitative and qualitative burdens, among others, because of the requirements concerning teacher training, incompetent introduction of the degrees of professional promotions and contacts with students causing educational problems. Diagnosed ways of coping with professional burdens and stress are not sufficient. Consequently, one fifth of the teachers have the feeling of the professional burnout! They negatively assess the role of local environments in preventing this phenomenon and giving them necessary support. The following important postulate results from this: developing coherent, systemic professional stress and burnout preventive measures and introducing integrated actions by the government, local governments and school environments. Their actions must be directed towards changing educational politics into more considered and perspective and improving school material work conditions, culture, preventive competences and teachers' auto-development.

Keywords: teacher, pedagogical situation

Satisfaction with Life among students of Bárczy Gusztáv Faculty of Special Education at Eötvös Loránd University

Kornélia LAZÁNYI

Lazanyi.Kornelia@kgk.uni-obuda.hu
(Óbuda University, Budapest, Hungary)

Being a student at a higher-educational institute is not easy. Although most of the institutes provide much more freedom, than the students are used to - based on their high-school experiences, - however not only the freedom, but the personal responsibility is bigger. The lack, or decrease of compulsory classes (those with catalogue), the pre-organised and hence easy-to-plan-with nature of exams create many opportunities for students to enjoy their (not always) well earned freedom. However this relative freedom, the lack of structural constraints does not make everyone happy.

Present paper aims to observe the level of satisfaction with life, namely life of meaning, life of pleasure and life of engagement among students in higher education.

In 2012 a research, among 200 students of Bárczy Gusztáv Faculty of Special Education at Eötvös Loránd University has been conducted. The research was performed by the use of Satisfaction with Life Scale (SWLS). The SWLS consists of 18 items which measure the individual's evaluation of satisfaction with life. Respondents were asked to rate each statement on a 7 point Likert-scale (ranging from ''strongly disagree'' to ''strongly agree'').

According to research data, the distribution of respondents on the basis of their SWLS scores resembled normal distribution. However, while the average score for life of meaning, and life of pleasure was higher than the midpoint, the mean for life of engagement was lower. Although the distribution of the respondents is almost normal, there have been significant differences between the SWLS scores of groups based on social affiliation, age, or them being full/part-time students.

Keywords: higher education, satisfaction with life, students

The Importance of School Climate in Process of Inclusion

Andrea LEHENOVÁ

lehenova@centrum.sk
(University of Trnava, Trnava, Slovakia)

The definitions of school climate vary, most connect it to the quality and character of school life, reflecting the norms, goals, values, interpersonal relationships, teaching, learning, leadership practices, and organizational structures. Positive school climate foster development of students and learning necessary for a productive, contributing, and satisfying life in a society. When a school climate is healthy, people feeling socially, emotionally, and physically safe. They are engaged and respected; students, families, and educators work together to develop and contribute to a shared school vision. School climate impact willingness of students to get involved, how they feel, their contribution, their sense of self and other people. The type of school climate do not determine only student and teachers alone, but also school stuff, parents and school partners. If the process of inclusion should be effective, school climate may reflect such characteristics as mutual respect, equity, dignity, justice, honesty and safety. This paper focuses on the presentation of the results of research of school climate using CFK School Climate Profile (Fox), on sample of 37 secondary schools. We disscuss the possibilities to evaluating and improving school climate throug special interventions that was inspired by implementations of the principles of Individual Psychology in process of school inclusion. One of such programs is programme COPE – Creating Optimal Personal Experiences that we introduce in the paper. We hope that process of school inclusion can be successful only by creating positive school climate in our school. This paper could be good inspiration for pedagogue in creating positive climate.

Keywords: school climate, inclusion

Facebook or e-learning?

Miklós LEHMANN

lehmann@ludens.elte.hu
(Eötvös Loránd University, Budapest, Hungary)

In the digital era new learning methods are emerging: student's environment is formed by the digital and mobile devices and schools need to conform to alterations. The main answer to challenges was the e-learning systems, which attempt to utilize the possibilities of online world. The question is, whether these systems are in accord with students' habit or they use digital devices on another way than pedagogical experts require. However, there are some correspondence between social web and e-learning. In a research I tried to clear up whether the applications of social web can help in e-learning systems; furthermore, whether social sites like Facebook can be an integrated part of a digital learning environment. According to my standpoint schools haven't just to be present in the digital environment (formed by social sites) but to adopt the same applications, which are often used by students. Sometimes students are averse from the classical form of e-learning systems but like to use social web. Developing new curricula and methods I attempt to apply my findings and observed that students' activity can be improved by social applications – the lecture will show these experiences.

Keywords: e-learning, Facebook in education

Secrets of taking a successful listening comprehension test

Robert MÄRCZ

mercrobi@inyt.pte.hu
(University of Pécs, Pécs, Hungary)

This paper reports on the findings of an investigation into what makes a good test-taker regarding a high-stake English language listening comprehension test. The study suggests that listening comprehension is an area where students' skills are low. This is the part of several language examination systems that most of the candidates fail to accomplish. Experience shows that learners tend to attribute their poor performance at a listening comprehension test to the low sound quality and the high level of difficulty of the listening test when asked why they are not successful. However, research into the field has revealed that there are various factors affecting the level of listening comprehension in a foreign language. Among these we can find the following: L2 proficiency in general and L2 listening ability in particular, experiences with communication in the target language (listening to various speakers, different accents and speech situations); the listener's background knowledge (topic, schemata, sociocultural information, etc.); the listener's memory and attention and his or her verbal intelligence (how well is he or she is able to find the best interpretation out of several possible ones in a given context); and the application of various (cognitive and meta-cognitive) strategies. There are also situation-specific factors external to the listener: quality of the input and background noise. Similarly, there are non-linguistic situation-specific factors (i.e. room temperature) and listener-internal factors (i.e. lack of interest in the topic, inattention). The present study seeks to explore and identify the various factors interacting during the completion of a listening comprehension test. My aim is to find answers to what variables contribute to the candidates' success/failure at these tests and what strategies successful candidates apply.

Keywords: listening comprehension test, language learning

Health Care Education and the Local Community

Mariana MARINESCU

marinescum54@yahoo.com
(University of Oradea, Oradea, Romania)

It's an individual duty to be aware and aimed for a proper health care. We have to keep a health body and in the same time the community must work up for healthy environment.

The research in this filed should target systemic evaluations of the interventions for health care promotions. Is rising the necessity for extensive psychological studies at individual level and also community level. Actions for a healthier environment and health care education activities must be addressed to people as components of the local community.

In this paper work are presented our successful practices of health care promotion as well as the project entitled "Rescuers Developing Skills Trainings" This project was an Hungarian-Romanian partnerships financed by EU funds.

The project was aimed to harmonize the development of a Training Center endowed with the modern educational systems and a foundation of complex training tools used by the professional or volunteered rescuers. Each of these rescuers was trained to take action in interventions as per their individually acquired abilities and to interact with the team in which he was trained as rescuer. In complex rescue situations, these abilities and interactions do not suffice, the number of interactions is much more, and the necessary abilities are much more complex. In such an educational system, they will be able to commonly develop these aptitudes necessary in conducting the integrated and coherent interventions in special rescue situations from both parties of the frontier. This educational system was conceived upon the modern principal of permanent adaptabilities in particular conditions that needs to be simulated. There is no concrete lecture room for the theoretical classes or a tower for the rescue exercises from height. The structures of the centre was transposed and configured identical to the reality, starting from the elements of virtual reality or patient simulator (for the lecture rooms) until the simulating labyrinths of fire rescues, fire simulators, modern complex structures for rescue from heights. All these structures and constitutive elements of the Centre can be as sophisticated as creative is the imagination of those who will coordinate the process of training or as complex is the situation that is wished to be stimulated. The Centre is functioning as a stage with a sophisticated décor destined to creative direction and whose end is the rescue of individual lives.

Keywords: health education, community

Cognitive personality styles in e-learning content and in mobile application development

Krisztina MIHÁLYI

krisztina.mihalyi@gmail.com
(Corvinus University, Budapest, Hungary)

The information society has brought significant changes in the interest and in the learning and edutainment habits of our children. Their teaching, raising of their interest, understanding of their thinking require completely different approach from the educators then earlier.

In the past 10 years significant infrastructural changes have been carried out in the schools, establishing the opportunity of the use of electronic learning contents within school-based education. Similarly to this several content development activities had started but the examination and thorough understanding of the pedagogical and psychological aspects of e-learning content and mobile application development has – so far – remained undiscovered.

There have been attempts to explore the relationship of different cognitive styles and e-learning content design (Bodnar, 2007). It has been proven that students with different cognitive styles show preference for differently designed and structures electronic contents. However, many questions remained open like: the examination of the efficiency of the learning within atmospheres adjusted to the preferred structures and the fine tuning of e-learning content design on the basis of cognitive styles. Due to the relatively recent appearance of mobile applications (especially applications that run on tablets) there have been no examinations how t learners' cognitive styles could be taken into consideration in the mobile application development process or in the service provision.

In my research I attempt to explore and analyse the connections between the differently designed e-learning contents and mobile applications and the preferences and the efficiency of learning of the students with different cognitive styles, paying special attention to the process of learning mathematics.

During the examinations I categorize the e-learning contents according to predefined criteria; I assess the performance of students whose cognitive style had been previously defined; I integrate the results of the presently on-going researches related to mobile learning and on the basis of the primary and secondary research data I attempt to make suggestions for the practices of e-learning content development well designed for the learners with different cognitive styles.

Based on the above described results the main deliverable of the research is expected to be a collection of specifications for electronic learning content and mobile applications development according to the different cognitive personality styles.

Keywords: e-learning, cognitive structures, development

Vocational Preschool Teacher Education For the Future in Serbia

Sladjana MILENKOVIC

vs.sladjana.milenkovic@gmail.com
(Preschool Teacher Training College in Sremska Mitrovica, Serbia)

The paper discusses about new role of preschool teachers in the process of modern education that jast changed during the implementation of the Bologna process in Serbia. The aim is to show that change has brought the application of the Bologna Declaration in the education teachers in the example of Preschool Teacher Training College in Sremska Mitrovica. This paper, besides the above, explores how the role of preschool teachers today fits into the European system of education, and much to Serbian national. Thus, the students of Preschool Teacher Training College were questioned in the poll that was organized because of the changes of studying programme in this institution. This poll enabled us to get the insight into the present phase of the reforms that, as well as a hint to the further work.

Keywords: preschool teacher, Bologna process, vocational preschool teacher education, reform in Serbia

The Concept of Students' Cognitive Activity in the Pedagogical Work

Radmila Milovanovic

andjelao@beotel.net
(Faculty of Education in Jagodina, Serbia)

What does it mean when we say that "student is active" or "student is not active" in the pedagogical process? This paper points out that the main aim of learning in school is acquiring one specific type of knowledge, scientific knowledge, and knowledge from different science areas. Scientific knowledge represents an organised and regulated system of concepts, definitions, descriptions and regulations that can be achieved by the intensive curiosity, directed observation and focus. In other words, scientific knowledge can be obtained through *cognitive activity,* mental processes and thinking through symbols. The papers considers the possibility of organising the teaching process that will enhance the construction of new scientific concepts on the basis of the existed, spontaneously acquired concepts that will further bring a child into a cognitive conflict followed by a cognitive activity. The paper deals with the almost ignored *emotional component* of the learning process and its influence on the cognitive activity. To explain all this we will bring up some achievements of a modern neuroscience and a defined concept of the cognitive dysfunction.

Keywords: Cognitive activity, cognitive dysfunction, the teaching and learning process

The effect of an educational intervention based on Health Belief Model on mammography screening stage of change in women 40 years of age and older, Isfahan, Iran

Mitra MOODI

Mitra_m2561@yahoo.com
(Health School, Isfahan University of Medical Sciences, Isfahan, Iran)

Introduction: Educational programs play an important role in promoting breast cancer screening behaviours. Also, Stages of Change and Health Belief Models are the most common models have been applied in Mammography screening behaviours. So, the purpose of this study was to determine the effect of BC screening education using HBM on stage of change of mammography screening behaviour in 40 years women and older.

Methods: In this Population- based controlled Trial, 290 women 40 years and older were divided into experimental and control groups randomly. Mammography screening behaviour determined using the Rakoweski stage of change measure and HBM components were determined by Farsi version of Champion's Health Belief Model scale (CHBMS). Questionnaires were completed before and three months after intervention. Four educational sessions were holden lasting 90 minutes by lecturing, group discussion and showing slide & educational film based on HBM constructs. The obtained data were analyzed by SPSS (version18) and statistical test at the significant level of $\alpha = 0.05$.

Results: In the experimental group, stage of change after intervention had a significant positive progress ($p<0.001$). Mean scores of perceived susceptibility, perceived benefits, perceived barriers, perceived self-efficacy and health motivation in the experimental group had significant difference in comparison with the control group ($p \leq 0.001$).

Conclusion: The results of this study have confirmed the efficiency of educational intervention based on HBM in improving mammography screening stage of change. Hence, implementing appropriate educational programs with focus on benefits of Mammography in early detection of BC and creating positive motivation for health among women, can increase their adherence and transition into action and maintenance stages.

Keywords: Breast cancer, Mammography Screening, Education intervention, Stage of change model, Health Belief Mode

Accreditation of Prior Experiential Learning in Higher Education

Mariann Móré & Anita Kozák

morem@ped.unideb.hu & kozaka@ped.unideb.hu
(University of Debrecen, Hajdúböszörmény, Hungary)

In the previous school-year 120 thousand correspondence, part-time and night-school students registered on higher education trainings in Hungary. Most of these students have a job and they decided to continue their education. Some of these students have a strong practical knowledge from their field, but they do not have a qualification of that. Generally they aimed to get a higher salary at their workplace or they have to get a certification because it was their employer's request. In some cases during the consultations these students realize that their practical knowledge is more up-to-date than their teachers'. Moreover sometimes they have previous knowledge from workplace trainings or self-trainings. The problem is that the accreditation of this knowledge in higher education trainings in Hungary does not use common. In this study we aimed to call the attention to the opportunity for accreditation of prior experiential learning in higher education trainings. This is an already existing process for correspondence students at the University of Debrecen in the field of human recourse counselling. With this validation method these students' practical knowledge from the field of Human Resource Management can be recognized by a formal training system, so they pay less charge for the training.

Keywords: higher education, quality of education

Mini-corpora in the classroom: An EAP title & abstract mini-corpus

Robin L. NAGANO

nyerobin@uni-miskolc.hu
(University of Miskolc, Miskolc, Hungary)

One difficulty that every teacher faces when choosing material for the classroom is finding texts that are suitable for the purpose of the lesson and for the target group in both language and content. This becomes even more important when dealing with students whose motivation is extrinsic: if they cannot see the relevance of the material, they will be reluctant to spend time with it. If learners are a mixed group in terms of backgrounds and interests, the task of material selection becomes even more challenging.

One approach to the task is to use collections of texts, or corpora. These are invaluable tools for exploring and analyzing texts, and students can also benefit from being introduced to the use of huge corpora (one excellent example is the BNC corpus). However, it is also necessary that students use and learn from entire texts, and one of the most efficient ways is to have students choose and work with texts that interest them personally. If students are ready to begin actively exploring and analyzing texts on a particular topic (generally level B2+), tools such as concordance software can also be employed. This approach has been successfully used in Language for Specific Purposes classrooms.

This presentation introduces an example of mini-corpus building and use in a class of university engineering students in Hungary. The students were preparing to write their master's theses, each in very different topic areas. Therefore, in addition to general instruction on English for Academic Purposes (EAP), I wanted to expose them to short texts directly related to their research. I chose abstracts (which act as complete texts) and titles of journal articles as the genre of targeted text. Using these texts, students were asked to seek out features that we had covered in class, and to report on their usage to the group. Some features discussed for abstracts were the structure or moves of the abstract, use of the passive voice, acronyms, and third-person reporting versus first-person, while for titles we looked at aspects such as complex noun phrases and whether a subtitle was used. Where available, we compared with published data to try and get a better idea of how disciplinary conventions can vary with the field of study.

Student response to this trial activity was very positive: they appreciated having the chance to test the generalized information taught in class on texts that were immediately relevant to their needs. Ideally, they will be able to use the methods and tools introduced in the class in the future, as they continue their professional and linguistic development.

Keywords: higher education, theses of students, research of students

Step Together – Migrant Children at School

Judit NAGY & Édua ROSTÁS

boljudit@uni-miskolc.hu & memolibri@gmail.com
(University of Miskolc, Miskolc, Hungary)

The University of Miskolc, Hungary started to develop a content-based language teaching aid in 2010 for migrant children from third countries. The aim of the developers was to offer a practical help for teachers to integrate children with limited language codes in the traditional classroom activities. The Step Together teaching aids teach Hungarian language to these children while they deal with the same topics as their dominant language classmates, in mathematics, nature, linguistics or literature classes.

The teaching aids improve L2 Hungarian competencies, and it is based on the National Core Curriculum and the Framework Curricula approved by the Ministry of National Resources, so it is compatible with all Hungarian course books. It can be started at any period of the school year, since it is unpredictable when the migrant student enters the education during the school year. It fits to three different levels of Common European Framework (CEFR) (A1, A2 and B1), since migrant children have extremely varied knowledge of Hungarian when entering Hungarian public education.

The direct target groups of the first project were 10–12 years old migrant children living in Hungary, who speak and write Hungarian on very diverse levels and their teachers. The teaching aid in the second project was created for 13-14 years old migrant children, and the third project in 2012 is based on the teaching content for third and fourth grade students. The indirect target groups are the family members of these children and their peer-groups.

The operative goal of the project is to improve language skills and competencies of migrant children in order to enable them to attend the integrated classes successfully, and to become able to „step together" with their classmates in their academic improvement. An underlined goal of the project is to offer a conceptual guidance and ready-made teaching materials for teachers of migrant children.

The strategic goal of the teaching aid materials developed in the Step Together project is to prevent low academic performance and dropping out, and boost the chances of entering adequate secondary and tertiary education.

Keywords: migrant children, elementary schooling

The roles and challenges of Municipal Education Offices (MEO) in a context of school decentralization in Kosovo

Elmedina Nikoçeviq

elmedinan@gmail.com
(University of Prishtina, Prishtina, Republic of Kosovo)

Albanian Education along with all the institutional system in Kosovo during 1990-1999, although operating under full occupation by the Serbian government, which exercised constant and unseen terror, were independent in practical and legal terms. Education set the basis of statehood. Since all Albanian pupils and teachers were expelled from their school premises as well as employees of many public enterprises in that time, Albanian Kosovar children have attended school in private homes for ten years.

Since the end of the war in Kosovo in 1999, education has gone through many reforms. Initially, the former Education Department led by UNMIK has attracted many powers, creating new regulations on education that have significantly changed legislative context which regulates education in Kosovo. Education system became centralized. With the establishment of the first Government of Kosovo, in March of 2002, the Ministry of Education, Science and Technology (MEST) took authority over the education, based on the Constitutional Framework of Kosovo. Today, more than ten years after the war, the education system has undergone many reforms. However, it cannot be said that decentralization of education has made concrete progress. Decentralization of education in Kosovo has become a process of delegation of powers from central to local level but not to schools. In a decentralized system, schools were required to take major responsibility in planning, managing and improving quality of services they provide. Currently, Kosovo municipalities and schools are faced with limited capacity to turn it into reality.

The aim of this paper is to present an overview on the reforms that are implemented in the education system in Kosovo, in particular towards the decentralization of education and creation of legal basis for regulating this process. In this paper, except the so far achievements in the process of decentralization of education, there are also presented and analyzed the existing laws on pre- university education and the roles and responsibilities of each party involved in the process of decentralization. Another purpose of this paper is to investigate the difficulties that Municipal Education Offices are facing in transferring the powers over the budget and staff management to the school level.

Individual interviews have been conducted face to face with five education officials in five municipalities in Kosovo.

The results of this paper show that there is a lack of legal basis for decentralization of education and inconsistency between the laws and administrative guidelines. The common difficulties that Municipal Education Offices are facing are lack of budget, lack of capacities and lack of legislation for implementing the decentralization of education.

Keywords: school decentralization, education system, Kosovo

Priorities and Trends in Education Policy and Research: The Case of Bulgaria

Silvia NIKOLAEVA

nikolaevas@yahoo.com
(Sofia University St. Kliment Ohridski, Sofia, Bulgaria)

This paper is dedicated to the meta-analysis of recent policies and research in the area of education in Bulgaria after 2000. All of these recent developments is approached with the intention to identify the sustainable trends and priorities that help us to better understand and evaluate both the achievements and disadvantages. Such a broad review of policies and studies is provoked by several nationally and/or internationally determined circumstances which reflect changes and innovations. Finally, data analysis allow us to conceptualize the approaches, strategies and tools that can serve as a quality assurance in the area of education at all levels and contexts.

The methodology of this meta-research combines elements of quantitative content-analysis and qualitative documentary research. The main data for the quantitative content-analysis was gathered from the bibliographic descriptions of all books on education published in this country between 2000 and 2011 by using the e-catalogue of the central university library at Sofia University. More than 500 titles and 140 key words (research concepts) reflect were selected which best reflect both (1) the traditional educational dictionary and (2) the results and conclusions of previous research on the effectiveness of European education projects (concluded in 2010). The qualitative documentary research was based mostly on primary source materials like school education acts, strategic action plans, national and European programmes, project descriptions and reports etc.

The implemented meta-analysis of the gathered information and data gives reasons to conclude that Bulgarian education policies and research are, nowadays, mostly focused on four leading dimensions: (1) school network and school-based management; (2) quality assurance of education at all levels and contexts, (3) inclusive (social, health and intercultural) education, (4) integration between formal, non-formal and informal education, and (5) lifelong and life-wide learning. All of them are easily identified even in the recently published draft *National School Education Act* where all of the above-mentioned priorities are backed up by corresponding administrative, structural and curriculum changes. However, the supportive role of stakeholders like businesses, non-governmental organizations, media and networks is still underestimated.

These conclusions, as well as the gathered data, may form the basis of critical comparative analysis and innovative follow-up decisions that can simultaneously support both national improvement and international recognition.

Keywords: educational system, Bulgaria

The Origins of Universities. The Islamic System of Education in the Middle Ages as the Forerunner of That in Europe?

Ildikó OLÁH

Ildiko.olah@gmail.com
(University of Pécs, Pécs, Hungary)

The very first question to look at is where the roots of low tolerance lie and how Hungary has become a country with utmost negative attitudes towards different cultures and religious and/or ethnic groups. Trying to find the answers to the questions therein, we are looking back on to the years when the institutions of education were established.

Our research attempts to draw attention to the fact that underestimating or even neglecting medieval Islamic science excelling in acquainting Europe with other cultures such as safeguarding and passing down ancient scientific and cultural knowledge; establishing new fields of sciences and advancing literacy in Europe may be some of the reasons – knowing that Islam was present on the Iberian peninsula for 800 years, on the Balkans – 300 years and in Hungary – 150 years. (As they say – Europe has always been Christian; an accusation of ethnocentrism is made by countries outside Europe.)

Hungarian and European researchers are reluctant to put an equals sign between Islamic and European universities; they only speak about an impact if at all. But what impact? It's usually said that the two systems have developed differently, they do not correspond; Islamic universities are not the forerunners of those in Europe, not even matching the definition of the word 'university'. So, does it also mean that universities in Europe emerged 'out of the blue' without adapting the already available, well-established structures? Although the origins of the two systems are rather difficult to compare, this is hardly plausible. The issue is believed to be much more complex. Many aspects of education at its beginnings show a somewhat similar structure: religious institutions serving as places for teaching; the reasons for reinforcing literacy; the purpose, the structure and the system of education; the thesis and its arguments; the examination system and earning degrees; mobility; the organization structure of the institutions; the autonomy and the local jurisdiction; the division of religious and non-religious legal rights and its later development in philosophy; the subjects taught and the faculties; and the system of residential schools.

The research applied the method of desk research; from an interdisciplinary point of view, involving cultural history (cross-cultural) and cultural (comparative) aspects. The findings and the results of the research are expected to explore a so far untouched and disregarded field, i.e. the obscure story of the origins of universities in medieval Europe.

Keywords: Islamic system of education, history of education

A possible background of Braille letter confusion – space, memory and language function

Emese PAJOR

emese.pajor@gmail.com
(Eötvös Loránd University, Budapest, Hungary)

The new Hungarian Public Education Act says that in the education of the pupils with special educational needs the goal is the most complete integration that is possible. The law guarantees that all the children and students concerned shall obtain the necessary and adequate service.

In this country in the school year of 2010/11, 52 289 children with special educational needs attended primary school in the form of segregation and/or integration. As regards the primary school aged vision impaired children, similarly to previous years, 70-80 % of partially sighted pupils and more than half of blind children attend integration schools. Nowadays not only special teachers face the challenge of education of children with special educational needs as well as their special learning difficulties.

This lecture is part of a major research concerning the background of Braille letter confusion. This presentation handles the space functions (e.g. mental rotation), language functions and verbal memory of 7-11 years old children. The 104 children taking part in the investigation were matched by age, VQ, gestation period, sex, so the following four groups were created: 1) blind-low birth weight premature, 2) blind-full term, 3) sighted-low birth weight premature and 4) sighted-full term children.

We measured space function by Mosaic task (from ITVIC test) and a mental rotation task. This task was carried out with a self-developed tool which is fitted to both blind and sighted children. Efficiency of memory, verbal working-memory and verbal long time memory were measured by standardised tools (Hungarian non-word repetition test, Hungarian reading span test (Racsmány et al., 2005) Digit spam test, RAVLT). Language functions were measured by verbal fluency test and phonological awareness test.

The results were then checked against the occurrence of letter confusion in Braille and 'sighted' writing. The research is looking for the explanation of tactile and the 'sighted' letter-confusion by examining the performance in spatial (mental) rotation and in tasks concerning the memory, the language functions and comparing the four groups.

Keywords: integration, Braille and 'sighted' letter-confusion, blind children, sighted children, low birth weight premature, mental rotation, verbal memory, language function

Human capital investment in higher education

Ildikó PETŐNÉ CSUKA

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

The knowledge based economy of our age calls for a workforce with special knowledge. The sources of acquiring knowledge, its intermediators are the educational institutions. The topic of the scientific investigation in this work is how the human capital investments are related to university education. The author tries to approach this question mainly from the students" point of view. I reckon I achieve double purpose, I give a more accurate, clearer picture *for the students planning enrolment to the higher education* on the circumstances of their decisions, that on the one hand in my primer research I examine how far the students consider the expenses of their further studies and the profit of their investments into education, or in other words *how far the economic relations of the human capital theory influence their decisions*. On the other hand I think the result of this research can be *also an important feedback for (the management) of higher education institutions* by the analysis of students' decisions about human capital investments.

My research reveals that the participation in tertiary education has to be considered as a serious human capital investment. The return of this investment is a serious expectation among the students, since generally, they are the major decision makers of undertaking tertiary studies, and the other members of the family have a strong influence on them. The students admitted the significant contribution of tertiary qualification to getting a job, improving career opportunities and financial perspectives.

Keywords: higher education, human capital

Dropout rate reducing strategies in Hungary and in Denmark

Szilvia SCHMITSEK

smicsek@gmail.com
(Eötvös Loránd University, Budapest, Hungary)

The *focus* of my research is to reveal the efficiency of Hungarian and Danish good practices in order to help the population concerned reintegrate into the education system and/or the world of work and above all into society. In addition, my aim is to make a clear comparison between the dropout rate reducing strategies applied in Hungary and in Denmark.

I intend to concentrate on student retention and achievement which, I assume, are strongly related to the following three factors: the efficient mentoring system, peer assistance and encouraging learning environment (where students can meet outside the boundaries of the ordinary pedagogical environment and modern educational methods).

A Hungarian pilot programme called Springboard (in Hungarian '*Dobbantó*'.) According to the latest survey the rate of drop-out in Hungarian vocational schools is as high as 30%. It is of major importance to reduce this extremely high drop-out rate and help the group concerned to (re)integrate into society. That was the reason why Dobbantó (Springboard) Programme was. The programme is based on national and international good practices. The goal of the programme – covering the period from 2008 to 2011 – is to provide a springboard for early school-leavers and students with special needs.

'*Dobbantó*' provides an extra year in school to give a second chance to these adolescents to continue their career according to their individual needs. This signifies:

- to return to first chance education
- to start vocational training in a mainstream training school
- to start a vocational training programme in adult education
- to gain employment.

The Danish good practices. The Copenhagen Youth School is comprised of different units of second chance education which targets different youth groups: Departments North and West offer leisure time education for students aged 13-18; Department South and East offer full-time education and leisure time education for students aged 13-25; Department City offers full-time education for immigrant youngsters.

The purpose of the youth school is to give young people the possibility of improving their knowledge, give them the understanding of and the preparation for access to larger society and to contribute to an improved quality of life. At the same time, the aim is to develop young people`s interest in participating actively in a democratic society.

Keywords: adult education, vocational training, comparative pedagogy

Effect of Science Activities on Concept Acquirement of Children of 5-6 Years Old Age Groups

Fatih SEKER & Mustafa DOGRU

mustafadogru@akdeniz.edu.tr & **sekerrfatih@gmail.com**
(Akdeniz University, Antalya, Turkey)

In recent years, significance of pre-school education has been emphasized in the curriculum more. Pre-school period is the basis of life. Learning speed is very high during this period. The desire of explore the unknown comes into prominence in children with the experiences gained in early ages. Children learn events and living-beings in the immediate surroundings via their observations. If pre-school period individuals are left alone and not directed for observations, they may obtain wrong generalizations and their explanations may be insufficient. For this reason, recognizing and exploring the world of children can be realized with the help of adults. While children are exploring the unknown, they see many new concepts. Acquirement of these concepts of children starts as of 1-2 years-old. As of four years old, progression is in question for skill of concept formation. Concept development shows improvement from concrete to abstract in children. Abstract concepts should be taught by correlating with concrete concepts during this period. One of the techniques used to make abstract concepts concrete is science activities. While science activities are performed, concepts should be concrete, accurate and easy to understand. In this study, it is aimed to detect affect of science activities on concept learning of pre-school 5-6 years old age group children.

"Categorical analysis technique" one of the "content analysis" technique was employed in the study. Total 48 children from 5-6 age groups attending to a private institution in Antalya comprise the study group. Literature was reviewed before the study and concepts relating to "earth, sun and moon" for the age level of the participants were identified. Activities of "Do we know our solar system, do planets move, how are the movements of earth, sun and moon, what is the phase of moon, how does night and day occur, how does the earth look from the space?" as per the concepts of science were applied for six weeks. Participants were asked to draw pictures before and after the practice in accordance with the concepts chosen relating to science and at the same time researchers noted what they wanted to express in the pictures.

It was found out that science activities affected acquirement of basic concepts about science positively. In addition to this, it was observed that science activities affected interest in the lesson and time of concentration positively.

Keywords: Science teaching, concept teaching, science activities, pre-school education

System integration issues for school social work

Ildikó SOMOGYI

ildikosomogyi@hotmail.com
(University of Debrecen, Debrecen, Hungary)

The topic of my research fell on a less stressed area of the social work, onto the school social work. The child affecting the schools and a youth protection system aroused my interest in more flavours already, and the question till when the present system is operational.

Verifiable one, which it is in the system of school social work that that professionalism is missing from the child's and a youth protection system's function, got it. The question, which is the school one, what it is occurs to many people with a full right social work stable one, reliable one, makes it maintainable, the child working currently and as opposed to a youth protection system. The school social work is on only very little place on a sign in the educational institutions despite the needs, problems.

I look for the answer for it in more flavours in the course of my research, how the school social work may be operational as what the present one social- between economic frameworks. The factors that are the essential accessories of a social service which can be maintained on long distance structured well are that.

What regulates the function of the trade? First of all essential to examine what kind of special knowledge the school social worker needs, and this is insured between the frameworks of the present social training. What kind of proposals are there in the interest of the strengthening of the vocational identity? Somebody else helping helps that of separating from trades, and insures easier cooperation if the trade has a particular, area which can be delimited well. Where does the border last long?

Furthermore anyway important to mention the legitimacy of the system, the measure environment in which the trade is rooted, and the future one gives a uniform guarantee from sustainability.

Important to examine, that before the birth of a new trade the frameworks of the regulation, the financing, the definition of the vocational background is based on a situation analysis on a suitable need survey, since this influences the sustainability on big one.

I look for the answer for the issues outlined above in the course of my scientific examination continued on an area. Trust it, that a system integrated so well will be born commenting on the needs, for which the specialists lay a big emphasis on the examination of the honed outlined issues in the course of his development, since his essential prerequisite for a maintainable service.

Keywords: social work, integration

Remedial courses in language education: results and lessons of a project

Edit SPICZÉNÉ BUKOVSZKI

iokspedi@uni-miskolc.hu
(University of Miskolc, Miskolc, Hungary)

My paper is divided into four main parts. In the first introductory paragraphs I give a short outline of the recent changes in higher education. In connection with these changes some new expectations have appeared both in the society and in all participants of the education process, which explain the main reasons for the necessity of introducing remedial courses. Then, I shortly introduce the professional work that has been going on in the Language Teaching Centre of the University of Miskolc with special focus on the activities where student who are lagging behind are concerned.

Between 2010 and 2012 a four-semester long project has been carried out at the university financed by Social Renewal Operational Program (TÁMOP 4.1.1.A-10/A-10/1/KONV). Within the frames of this project the Language Teaching Centre offered elective courses for the students who have problems with language learning, who suffered serious setback due to their failures in language learning. In the following part of my study I present the aims, implementation and the achievements of this project. The students were asked to write a placement test, fill in a questionnaire on need analysis. They had the opportunity to attend lessons of a remedial course on a weekly basis. A booklet was written for these students providing them with methodological and practical advice on how they can improve their foreign language knowledge. In addition, special attention was paid to the methodological innovations, raising awareness of teachers as well.

In the last chapter of my paper I summarise the experience gained during the implementation of the project, and give some ideas for further research and innovation, further improvement of the effectiveness of foreign language teaching.

Keywords: language education, higher education

Management accounting and case studies in harmonizing practical and theoretical education: The birth of a new subject

Gábor Béla SÜVEGES

stsuveges@uni-miskolc.hu
(University of Miskolc, Miskolc, Hungary)

Accountancy fulfils primarily the function of providing information; according to the distinction whether this information-providing drifts internal or external, we can distinguish internal/management accounting and external/financial accounting (from this viewpoint it is examined by the functional distinction of accountancy. By management accountancy we mean of users inside of an economic unit, the methods and procedures used to satisfy the information demand and help in decision making.

I think it is very important to improve management accounting, but by this I mean not only the improvement of the accounting instruments and methods although developing new evaluation methods and processes, the application of the current methods by entrepreneurs is important as well. By development and improvement I mean the transplantation of elaborated methods into the corporate system and the application of these methods.

I think that there is a very important role of the education of the university to reach this goal and case studies can be good methods for it. Case studies are very popular methods wordwide in the business education. These methods were first used in the university of USA and Canada. In these countries the universities made not only case studies, but also case studies competitions for the students of different institutions to compare the level of the education of the different schools.

In the last 30-40 years the Harvard Business School made special steps to develop the methology. With these methods the students can improve their problem-based thinking, cooperative learning and analytical skills. In the 1990s some Hungarian universities bulit this method into the teaching materrial, and competitions started among different institutes.

I will first briefly describe the main case study competitions in our region, and after that 1 will give a short review of what kind of knowledge is needed to improve the problem-solving skills of the students – especially in the viewpoint of the management accounting. I have taken part at least in 30 different competitions in the last 5 years, so I will describe the results of my observations. Our Faculty is planning to start a new subject with the goals of improving the problem-based thinking, group working and cooperative learning of the students, so the main aim of the study to show the process of the working out of the material: the birth of a new subject.

Keywords: management education, higher education

Learning in Two Languages (CLIL) in Primary Education in Europe

Ildikó SZABÓ

balazsne.ildiko@tfk.kefo.hu
(Kecskeméti College, Kecskemét, Hungary)

Throughout Europe there is growing awareness that language learning is much more effective when linked to meaningful content. Through exploiting the synergies of Conetnt and Language Integrated Learning, children gain a second or third language and subject knowledge simultaneously with ease. Through CLIL not only the target language improves susbstantially, it also has a very positive influence on attitudes and motivation and on the cognitive development of children plus a positive influence on subject matter knowledge and on the development of the pupils' first language. For the benefit of every child and to bring the vision of three or more languages (1+<2) within compulsory education to life, it is time to rethink primary teacher education.

A recent publication (*Primary CLIL Around Europe. Learning in Two Languages in Primary Education.* eds. Gerlinde Egger, Christine Lechner. Marburg, 2012) bring together various perspectives from different corners of Europe and from different levels: classroom practice, teacher education, academic research and European language policy. As an author of the book, I would like to present the publication and the main trends in this area throughout Europe.

Keywords: language teaching, language learning, primary education

Teaching Translation to Non-native Speakers

Bálint SZELE

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

Teaching translation from Hungarian into English to students whose mother tongue is not English is a hard and sophisticated task. There are several problems that must be taken into consideration and addressed: apart from the profound understanding of the source text, a special attention must be given not only to the stylistic, but also to the linguistic features of the target text. Unfortunately, non-native speakers of English might not be able to assess correctly the appropriateness and accurateness of their utterances.

A very important aim is to help students understand the source text and formulate linguistically correct sentences in English that are equivalent to the original Hungarian sentences. Contrastive linguistics and other techniques can be used to achieve this aim. The presentation enumerates and assesses some methods of raising students' linguistic awareness and sense of grammatical accuracy.

The presentation also summarises the findings of a mini-survey that has been conducted with the help of students of translation studies (this was a survey about students' actual needs and ideas about learning translation) and finally it offers some practical observations about the "know-how" of teaching translation. However, there are still a lot of questions to be answered, as anyone teaching translation will be able to observe.

Keywords: language teaching, translation

Practice-oriented finance education:
an example from the University of Miskolc

Judit SZEMÁN

pzszeman@uni-miskolc.hu
(University of Miskolc, Miskolc, Hungary)

The Bologna process has changed the higher education training system. During the six or seven-semester BSc training the practice oriented basic training is available whereby the fresh graduates can cope with the labour market. Students who want to have the theoretical immersion can continue their studies in the master's program. The practice-oriented approach requires new methods in education. It is necessary for the higher education institutions to reflect constantly on the labour market needs (Barakonyi, 2009). A recent survey of our graduates shows that the major deficiency in the training of economics is the lack of a practical orientation.

The Department of Finance at the University of Miskolc uses many methods in its training to combat this problem. Starting from their second year, we direct the students more and more towards the solution of practical problems using problem-based learning techniques (Stinson and Milter, 1996). We do this using the following methods:

- *Sample solutions with Excel.* The students learn and use the built-in financial functions of Excel (MS Office). This is learnt and applied in the following subjects: Financial Markets and Financial Calculations, Corporate Finance, Corporate Financial Planning, and Corporate Financial Decisions.
- *Case studies.* The students solve practical problems, they gain experience in teamwork, and they improve their presentation skills. This kind of work can improve their essential analytical skills. This skill is learnt under the following subjects: Corporate Financial Decisions, Taxation, and Corporate Finance.
- *Business game.* This game shows a company's operations from its founding till its possible bankruptcy. Each student founds a production company (bicycle industry). The aim is to achieve greater corporate wealth. During the game the students will learn the impact of corporate financial decisions on a company's operations.
- *Involvement of external experts in the academic work.* Banking professionals prepare real case studies for students in corporate finance. Students solve these studies and present the solution to the class and the specialist, who explains the banking behaviour and assesses the students' work.
- *Internship and thesis writing.* In their last semester students participate in an internship of several months, during which they write the practical part of their thesis. The advantage is that the student has a real problem to work on with an external expert's (consultant's) help.

Through these problem-based activities and tasks, students have the opportunity to improve their practice-oriented knowledge, which gives them a better chance at finding and holding onto their first job in the profession.

Keywords: finance education, higher education

Modification of health education curriculum for public health undergraduates

Parvaneh TAYMOORI

Parvaneh.tay@gmail.com
(Kurdistan University of Medical Sciences, Sanandaj, Iran)

Background: In order to incorporate new knowledge, skills and emerging concepts from dynamic fields of public health into ongoing courses reform of curriculums sounds necessary. Accordingly, this study was performed to modify health education curriculum of public health undergraduate level.

Methods: The Delphi technique using objective sampling method was used to explore experts' opinion about health education curriculum modification in undergraduate-level of public health. Twenty scientific members from 8 universities and 15 heads of departments from 6 provinces were selected based on their expertise in health education with PhD degree or working at health deputy for at least more than five years as scientific members and department heads respectively. Thereafter, the experts were invited to participate in this study through an email stating the aim of the study in addition to the current health education curriculum.

Using Delphi technique, twenty-three health education lecturers were asked during three rounds to suggest and rate topics they deemed most important to graduate public health experts and curricula related to the areas of knowledge and skills in health education course.

Results: The experts suggested that health enhancing behaviors and reduce health risks, advocate health, behavior change theories and developing a framework are key objects in the curriculum. Much more new topical outlines were related to previous course. Skills rated as important included need assessment and health communication. The most evaluators suggested that adding a practicum unit to two theory units will be helpful

Conclusion: The results from our survey suggested that changes in the course definition including new course objectives, topical outlines, and required skills were deemed important by the lecturers and were appropriately integrated into the health education course curriculum. The new curriculum should be evaluated constantly to seek and provide experiences that will best prepare students to meet challenges as a health educator.

Keywords: Curriculum modification, health education, public health students

Talking, late coming and walking during lessons – disciplinary problems in Hungarian schools

Zsuzsanna VAJDA

zsuzsanna.vajda@uni-corvinus.hu
(Corvinus University, Budapest, Hungary)

This paper's aim is to present the first results of an empirical research of the discipline ad schools that had taken place in 2009-2010. Schools around the world are struggling with deterioration of the discipline in the classroom and Hungary is not an exception. Although according to the recent research disruption of order is especially frequent primarily at vocational schools, our empirical data suggest that it is not limited to them. According to the teachers and pupils asked in our study, maintaining of classroom discipline is more and more difficult in the higher classes of elementary schools and grammar schools as well.

Experts do not agree about the main reasons of the situation. Disintegration of family life, lack of motivation of students, improper teaching methods are often mentioned as possible causes. There is an assumption according to which the deterioration of discipline is due to the change of the public of high schools as a consequence of expansion of compulsory schooling.

My suggestion is that disintegration of the school order is a part of a broader socialization problem of our days. Results of our study also show a decline of social support of schools and trust in them.

Keywords: schooling, classroom, socialization

Reading in the young learners' classroom

Marta VINNAINÉ VÉKONY

ctifvinnaine@uni-miskolc.hu
(University of Miskolc, Sárospatak, Hungary)

If we ask a child what he or she is going to learn at school the most common reply is "to read and write".

In this paper I will investigate how reading texts found in primary course-books influence young learners' reading in classroom circumstances. The ultimate goal of teaching reading is to develop sensible pathways from print to meaning. It can happen by using different models and strategies or their combination but the basis is almost in all cases is the language course-book.

First I will try to interpret and highlight the importance of reading in a foreign language. This will be followed by discussing the influential role of the reading environment and the vital role of the teachers. Young learners experience at school that they are judged after their achievement so the need for achievement penetrates all stages of school life.

It is varied when they start learning foreign languages but usually under the age of ten. Therefore they have no or very little preconceptions of the target language so that is why course-books and the culture conveyed by them have an extremely important role to form a positive attitude not only towards language learning but towards reading. There is a great onus on teachers and on course-book writers how to select reading materials for classroom use and how to provide the possible greatest support.

The author will not attempt to give a general overview of this issue, the research focuses on the content of reading texts found in the most commonly used primary course-books in Hungary. Arguments will be listed to prove that reading texts have a significant relevance on young learners' reading in the language classroom.

Keywords: classroom, learning, reading, primary school

The Effect of Technique of Jigsaw IV Technique Used for Mathematics Teaching on Levels of Self-Efficacy and Anxiety of Students

Elif Yıldırım Doğru & Zeynep Eken

elfyldrmdogru@hotmail.com & zeynepeken@akdeniz.edu.tr
(Mediterranean University, Antalya, Turkey) & (Akdeniz University, Antalya, Turkey)

The aim of this study is to examine the effect of teaching the subjects of fractions and decimal fractions" of units "fractions are everywhere" and "reflections from numbers to the probability" of maths via "Jigsaw IV" technique on the levels of self-efficacy and anxiety of grade 6. students.

The study was applied to two grades 6 at Konyaalti primary school in Antalya (Turkey), Konyaalti affiliated to Ministry of national education during term 1 of academic year of 2010-2011 for eight weeks.

This study was conducted with total 64 students as 33 students of class 6/A constituted the experimental group and 31 students of class 6/B constituted the control group. Pre-test and post-test control group experimental pattern was used in the study. The researcher applied Jigsaw IV technique one of the separating and combining techniques of cooperative learning to the experimental group and conventional teaching method to the control group.

Data collection tools used for the study are the mathematics success test developed by the researcher, scale of maths self-efficacy and scale of maths anxiety. Data were assessed by one-way analysis of variance (ANOVA). It was concluded that Jigsaw IV technique is more efficient for levels of self-efficacy and anxiety than conventional teaching method.

Keywords: Jigsaw IV technique, self-efficacy, anxiety, fractions and decimal fractions

Abstrakts
(German)

Erwachsenenbildung für die Frauen in der Zwischenkriegszeit im ländlichen Ungarn

Anita BELOVÁRI

cs.belovari@freemail.hu
(Kaposvár Universität, Kaposvár, Ungarn)

Im ersten Weltkrieg hat sich die Situation der Frauen auch in Ungarn verändert. Aber diese Veränderung war nicht vom gleichen Ausmaß wie in den westlichen Ländern. Im industrialisierten Westen waren der soziale Status und die Selbstbestimmung der Frauen durch die erhebliche Beschäftigungsquote geprägt worden. Im im Grunde agrarischen Ungarn war diese Veränderung nicht so stark. Auch hier haben die Frauen eine größere Belastung in der Landwirtschaft auf sich genommen, aber dies hat ihre Eigenständigkeit und soziale Wahrnehmung nicht gesteigert. Die Rhetorik der Horthy-Regierung hat den christlich-konservativen Ansatz auf staatliches Niveau erhoben. Die Nachkriegs-Regierung hat die überwiegend konservative Einstellung der ungarischen Gesellschaft weiter gestärkt. Diese Prozesse sind in den strategischen Sektoren, wie Bildung und Volksbildung auch erschienen.

Die staatlich kontrollierte Volksbildung hat sich vor allem auf das Land konzentriert. Aber Volksbildung für Frauen war im Land nicht sehr verbreitet. Die traditionellen Erwartungen gegenüber Frauen in ländlichen Gebieten haben noch stärker gelebt. So ist es nicht verwunderlich, dass die Programme der Erwachsenenbildung auch der Verstärkung der traditionellen Frauenrollen gedient haben. Die staatlichen Programme haben die Haushaltsführung und die landwirtschaftlichen Tätigkeiten, die kirchliche Programme die moralisch-religiöse Erziehung in den Vordergrund gestellt. Die weibliche Volksbildung hat sich seit dem 18. Jahrhundert kaum verändert. Die Ziele von den frühen Frauenbildungen von Samuel Tessedik und József Festetich waren mit den Programmen der Zwischenkriegszeit nahezu identisch.

Die Frauenemanzipation ist auf dem Land nur in Spuren erschienen. Als Referentinnen wurden Frauen manchmal aus der Hauptstadt aufs Land geschickt. Das Erscheinen der weiblichen Fachkräfte zeigen Prozesse der städtischen Frauenemanzipation. Zur Vorbereitung meiner Vortrag habe ich Quellen aus Archiven, Pressematerial und Fachliteratur benutzt.

Kompetenzkatalog in der deutschen Lehrerbildung

Gabriella BIKICS

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

Wer ist ein guter Lehrer? Was muss ein guter Lehrer wissen und können um ein guter Lehrer zu sein? Welche Eigenschaften charekterisieren einen guten Lehrer? Welche Kompetenzen sind auf welcher Stufe eines Lehrerlaufbahns zu erwarten? Wie kann man sie vermitteln, entwickeln oder prüfen? Sind Kompetenzen überhaupt messbar?

In jedem Land sind diese die grundlegendsten Fragen der Lehrerausbildung. Lehrerkompetenzen werden in Standards erfasst und beschrieben, so sind die verschiedenen Leistungen der Lehrer gut messbar und vergleichbar. In Ungarn laufen zur Zeit diverse Forschungen in dieser Richtung, doch in Deutschland wurde das mit den Lehrerbildungstandards zusammenhängende Grunddokument in der Lehrerausbildung schon 2004 von dem höchsten deutschen Bildungsforum, der Kultusministerkonferenz eingeführt. Der Kompetenzkatalog bestimmt die Anforderungen, die alle Lehrer erfüllen müssen. Die Kompetenzbereiche sind die folgenden: Unterrichten, Erziehen, Bewerten, Innovation.

Was charakterisiert den deutschen Kompetenzkatalog? Darin sind die Lehrerstandards sehr gut strukturiert, sehr ausführlich ausgearbeitet und formuliert. Sie stellen den Lehramtskandidaten, sowie den angehenden und praktizierenden Lehrern hohe Anforderungen, auf die die deutsche Lehreraus- und fortbildung gut vorbereitet. Die Standards werden von Zeit zu Zeit von Lehrerbildungexperten überprüft und eventuell modifiziert.

In meinem Beitrag stelle ich den Kompetenzkatalog der deutschen Lehrerbildung vor, analysiere die einzelnen Aspekte und denke nach, welche Schlussfolgerungen man daraus für die ungarische Lehrerbildung und Fortbildung ziehen kann.

Wirkungen und Verbindungen – der Einfluss von Reformpädagogik auf ungarische schulische Innovationen in den 70er – 80er Jahren

Erika KOPP

kopp.erika@ppk.elte.hu
(Eötvös Loránd Universität, Budapest, Ungarn)

Ungarisches Schulsystem besteht seit vielen Jahren unter ständigen Änderungsdruck. Die von Zentrum anregenden Reformen haben immer neue Leitungsmotive, aber die meiste von ihnen kann identifiziert werden als Elemente eines reformpädagogischen Konzepts. Diese Erscheinung inspirierte unsere Forschung, in der wir suchen die Antwort auf der Frage: Wie können wir der Einfluss von Reformpädagogik in den ungarischen Schulen identifizieren?

Die Reformpädagogik, als gesellschaftshistorische Erscheinung hat verschiedene Interpretationen: Historie der Kindheit, Soziologie oder Schulforschung haben ihre eigene Anlehnung. Unsere Forschung nutzt der Begriff einerseits als die Wissensbasis von Schulentwicklung, anderseits als Leitungsmotive der Diskurse von der modernen Pädagogik. Den Prozess, in der die Reformideen durch Grenzen, Schulkulturen und Sprachen wandeln, können wir als Wissenstransfer interpretieren. Die offensichtlichen Wirkungen kann mit den Dokumenten leicht demonstriert werden, aber daneben ist es besonders interessant, wie es nach der Meinung von Vermittler auslegen wird. Dazu ist in Jahre 2010 die Leiter der Innovation von 70er – 80er Jahren interviewen geworden. Die Methode der Befragung war Narrative Expert- Interview. Die befragten Personen war Márta Winkler, Gábor Horn, Ottó Mihály, József Zsolnai, Ildikó Bárdossy – József Kocsis – Sándor Kovács (als Vertretern von Schulversuch Szentlőrinc). Die Interviews wurden mit Inhaltsanalyse erforscht.

Ergebnisse von Analyse sind die Identifizierung von typischen Motiven der Konzeption des Vertreters, von anschneidenden Zeitpunkten der Entwicklung des Konzepts und von wichtigsten Wirkungen zwischen die Konzepten und der Reformpädagogik.

Die Rezeption von Alternativpädagogik in der deutschen und ungarischen Presse

Judit LANGER-BUCHWALD

buchwald.judit@gmail.com
(Universität Pannonia, Veszprém, Ungarn)

De Ausgangspunkt der Untersuchung ist, dass die Lehrer in der Verbreitung der alternativen Schulen im öffentlichen Schulwesen die wichtigste Rolle spielen, indem sie darüber eine Entscheidung treffen, ob sie als pädagogisches Programm ihrer Schule eine alternative pädagogische Konzeption wählen, und wenn ja, welche. Die Kenntnisse der Lehrer über Alternativpädagogik beeinflussen diese Entscheidung. Laut dem Ergebnis einer unter 120 Pädagogen durchgeführten Umfrage erwerben die Lehrer ihre Kenntnisse über Alternativpädagogik neben dem Lehramtsstudium und der Weiterbildung hauptsächlich aus der Presse, deshalb wurden die in der deutschen und ungarischen Presse über alternativpädagogische Konzeptionen erschienenen Artikel mit der Methodik der Inhaltsanalyse analysiert, um festzustellen, was sie über Alternativschulen und Alternativpädagogik in verschiedenen Tageszeitungen und Zeitschriften lesen können.

Zum Gegenstand der Analyse wurden drei alternative Konzeptionen gewählt: die Waldorf-Pädagogik, die Montessori-Pädagogik und die Summerhill-Schule. Bei der Auswahl der alternativpädagogischen Konzeptionen wurden folgende Auswahlkriterien vor Auge gehalten: a) Alle drei Konzeptionen sollen international, und deshalb auch in Ungarn und in Deutschland bekannt sein; b) sie sollen sich in ihrer Radikalität und Entfernung von der sog. traditionellen Pädagogik voneinander unterscheiden, und c) sie sollen im Schulwesen in verschiedenem Maße verbreitet sein.

In die Presseanalyse wurden Online-Tageszeitungen und –Zeitschriften wie Magyar Hírlap, Népszabadság und Népszava in Ungarn und Der Spiegel, Die Welt und Berliner Zeitung in Deutschland einbezogen. Die Schwerpunkte der Inhaltsanalyse der Artikel waren die Zahl der im Zusammenhang mit den ausgewählten Konzeptionen erschienenen Artikel; die in den Pressemitteilungen hervorgehobenen Merkmale der pädagogischen Konzeption und/oder der schulischen Praxis; die aufgrund der Artikel feststellbare Attitude zur Alternativpädagogik; die PR-Tätigkeit der einzelnen alternativen Konzeptionen nachweisbar ist, die zu ihrer Verbreitung beitragen kann und die außer dem pädagogischen Aspekt im Zusammenhang der einzelnen Konzeptionen behandelte Themen.

Aufgrund der Ergebnisse der Analyse kann festgestellt werden, dass die Alternativschulen in der Presse nicht nur unter pädagogischem Aspekt behandelt werden und ein Zusammenhang zwischen der Verbreitung der einzelnen Konzeptionen und der Zahl der Artikel, der PR-Tätigkeit und der nachweisbaren positiven Attitude erwiesen werden kann.

Die Rolle der gesellschaftlichen Kommunikation in der Praxis des Hochschulwesens

Márta MOHÁCSI

martamohacsi@gmail.com
(Hochschule Nyíregyháza, Nyíregyháza, Ungarn)

Die Arbeitsdurchführung größerer Unternehmen, Universitäten, Selbstverwaltungen, fast jeder bedeutenden Gesellschaftsgruppe ist heute schon ohne die ausgebreitete Gesellschaftskommunikation fast undenkbar.

Die Massenkommunikation ist eine solche Form der Kommunikationsvorgänge der Gesellschaft, bei der die Information von der Quelle verarbeitet durch Fachleute, über technische Vermittler zu den kleineren oder größeren Gruppen der Menschen, zum Großpublikum gelangt.

Die wichtigste Gesetzmäßigkeit, die wir im Zusammenhang mit der Presse kennen müssen, steht mit der themenaufstellenden Wirkung der Medien in Verbindung. Die Medien, doch besonders das Fernsehen malt eine gedachte Welt vor uns. In mehreren Versuchen wurde nachgewiesen, dass überraschend viele Menschen das Fernsehen als genauen Spiegel der Wahrheit betrachten.

Die offiziellen Kommunikatoren haben die Aufgabe, die Information durch das Tor der Medien durchzuschicken – möglichst in der Form, die für die Organisation die idealste ist. Wie kann man das tun? Man muss solche Informationen mitteilen, die auf das Interesse des Publikums rechnen können, das heißt die einen Bezug auf die Öffentlichkeit haben. Die Information muss auf solche Art mitgeteilt werden, dass sie leicht verarbeitbar und interessant sein muss – das heißt die ihrerseits Mitgeteilten einen Nachrichtenwert haben.

Es ist wichtig, darüber Bescheid zu wissen, was im Kommunikationsvorgang geschieht. Nach dem klassischen Modell der Massenkommunikation entstehen außerordentlich viele Informationen in der existierenden reellen Welt. Es geschehen Ereignisse, darüber informieren die offiziellen Kommunikatoren. Das Filtern der Informationen wird durch die so genannten Torwächter vorgenommen.

Für den Hochschulunterricht sind die Kommunikationsnetze und -systeme unentbehrlich. Der Vortrag hat vor durch ungarische und österreichische empirische Untersuchungen die Kommunikations Kanäle vorzustellen.

Die Situation der verminderten Arbeitsfähigen im internationalen Überblick und in Ungarn

Nóra NAGYMÁTÉ

nagymate@agr.unideb.hu
(Universität Debrecen, Debrecen, Ungarn)

Mein Forschungsgebiet ist „Beschäftigungsmanagement der Behinderten". Es ist ein aktuelles Thema europaweit. Ich beschäftige mich mit der komplexen makroökonomischen Lage der Behinderten in Nordost - Ungarn. Im 2010 baute ich meine Datenbasis zu meiner Doktorarbeit auf. Ich führte unter den Behinderten, und den speziellen Firmen, die diese Arbeiter beschäftigen, den sog. „Rehabilitationsfirmen" eine Befragung durch. Meine Forschung fokussiert in erster Linie auf die wirtschaftliche Seite des Fragenkreises. Während meiner Untersuchung habe ich auch nach den Fragen der Bildung je zwei Seite (die Arbeitgeber und die Arbeitnehmer) gefragt. Diese Studie zeigt die Ergebnisse dieser Analyse.

Die Begriffe „Behinderung" und „Invalidität" begleiten die Geschichte der Menschheit. In den verschiedenen Zeitalter und Kulturen wurde auf diesen Fragenkreis unterschiedlich reagiert, erst seit dem 19. Jahrhundert werden die Behinderten durch gesetzliche Regelungen geschützt. Heutzutage setzen sich zwei Hauptrichtlinien durch: diese Gesellschaftsgruppe wird entweder als Teil der Antidiskriminierungspolitik oder als Teil der Beschäftigungspolitik behandelt. Paradoxerweise nimmt der Anteil der Behinderten und Invaliden sogar in den industrialisierten Staaten (in denen die wirtschaftliche, gesundheitliche und soziale Dienstleistungen von hohem Niveau sind) zu. Man unterschiedet verschiedene Graden der Fähigkeitsschädigungen. Es gibt Behinderten, die wegen ihrer Fähigkeiten arbeitsunfähig sind, aber anderen können ihren Kräften angemessen Arbeit leisten, so können sie aktive Mitglieder des Arbeitsmarkts bleiben. Es hat sogar positive wirtschaftliche Wirkungen, indem die Staatsausgaben für soziale Versorgung sinken. Solche Ausgaben machten in Ungarn im Jahr 2008 11,6 % der GDP aus. Ab 2010 müssen die ungarische Unternehmen als Rehabilitationsbeitrag fünfmal so viel, 954 500 HUF pro Jahr bezahlen. Diese Maßnahme hat auch das Ziel, sowohl die integrierte, als auch die soziale Beschäftigung der behinderte, bzw. invalide Arbeiter zu fördern. Ungarn und Europa verfolgt dieses Ziel auf die Länge. Ich präsentiere einige internationale Daten auch, die auch die Möglichkeit des Vergleichs sichern.

Arbeitswelt für Jugendliche in Stockach

Éva PAPP

Pappeva7@freemail.hu
(Universität Debrecen, Debrecen, Ungarn)

Allgemeine- und bildungspolitische Relevanz der Forschung. In diesem Jahr wurde der 12-ste Berufsorientierungstag (BOT) im Stockacher Berufsschulzentrum veranstaltet. Das war eine Lehrmesse, an der mehr als 60 Ausbildungsbetriebe beteiligt waren. Die Teilnehmer wurden hier von den Ausbildern über ihre Lehrstellenangebote informiert. Das Ziel war, die Schüler auf der Suche nach einer Lehrstelle zu unterstützen, indem sie frühzeitig informiert wurden. Die Mitarbeiter von Kammern und Verbänden standen für Fragen zur Verfügung. Auch weiter entfernte Firmen waren auf der Veranstaltung präsent. Die Aussteller und Firma kamen hierher, weil sie qualifizierte und motivierte Azubis suchten. Die Resonanz war riesig. Etwa 1500 Jugendliche nahmen daran teil – aus einer Förderschule, Haupt,- Real- und Werkrealschule, dem Berufsvorbereitungsjahr, den Berufsfachschulen, den Berufskollegs und den Gymnasien. BOT war also vor allem eine Veranstaltung „von Jugendlichen für Jugendliche", an der die SchülerInnen verschiedene Kompetenzen, die im Berufsleben wichtig sind, schon zeigen konnten. Es war noch auch eine gute Plattform, auf der sich Unternehmen, Lehrkräfte und Eltern trafen, und nicht zuletzt eine Werbung für die Unternehmen, denn hier nahmen die Jugendlichen auch teil. Einige der Jugendlichen werden anschliessend an dem BOT, sich bei Unternehmen bewerben.

Fragen der Forschung: Wie sind die Jugendlichen im Bodenseegebiet in den verschiedenen Fachmittelschulen eingeschult? Welche Schularten stehen für die SchülerInnen hier zur Verfügung und welche Berufe können sie wählen? Wie werden sie darüber informiert? Gibt es einen besonderen Anlass, dass auch die zukünftigen Arbeitsgeber vertreten sind? Wird der Unterricht von diesen Ausbildern unterstützt? Wenn ja, dann in welcher Form wird dies realisiert?

Methoden der Forschung. Sammeln, Systematisierung, Aufarbeitung und Wertung entsprechender Dokumente und Onlinematerialien.

Lautlesen im Fremdsprachunterricht.
Einsatzmöglichkeiten und Risiken

Norberta SÁGI

sagi.norberta@tfk.kefo.hu
(Hochschule Kecskemét, Kecskemét, Ungarn)

Im Fremdsprachenunterricht wird der Entwicklung der produktiven Fertigkeiten große Bedeutung und Wichtigkeit beigemessen, aber je nach Alter und Interesse der Lernenden kann dieser Schwerpunkt auch anderswo verlagert werden. Allgemein werden alle vier, zu einer gelungenen Sprachprüfung wichtigen Fertigkeiten trainiert. In meinem Beitrag beschäftige ich mich mit dem Lautlesen, einer Mischung von der rezeptiven Lesefertigkeit und der produktiven Sprechfertigkeit.

Es kommt im alltäglichen Leben nicht sehr oft vor, dass wir etwas laut vorlesen müssten. Adressen, Telefonnummer, eventuell ein Brief oder eine kurze Zeitungsnachricht werden vorgelesen. Trotzdem ist es nicht zu unterschätzen, denn Lautlesen ist als ein Mittel der Aussprachetraining zu sehen, mit der Sprachrhythmus, Betonung, Melodie geübt werden können. Doch wird die Aussprache durch lautes Lesen eindeutig besser? Wann kann es helfen und wann verschlechtert lautes Lesen die Aussprache? Diesen Fragen gehe ich in meinem Beitrag nach, in dem ich auch das Ergebnis einer Lehrerumfrage vorstelle. Weiterhin werden einige Lautlese-Übungen präsentiert, die in der Lehrerpraxis zur besseren Aussprache und Intonation der Lernenden beitragen können.

Autonomes Lernen als ein Fall der Durchsetzung des Rechts auf Bildung

Szilvia Simándi & Tímea Oszlánczi

simandiszilvia@ektf.hu & timeaoszlanczi@gmail.com
(Eszterházy Károly Hochschule, Eger, Ungarn)

Die Forschung der verschiedenen Formen des Lernens im Erwachsenenalter ist ein immer aktuellerer Forschungsbereich, es ist dem schnellen Wechsel der Informationstechnologie, der Aufwertung des tagfertigen Wissens und der erweiternden Kompetenzen zu verdanken.

Das Recht auf Bildung gehört zu den zweiten Generationen der Menschenrechten, zu dem Kreis der wirtschaftlichen, sozialen und kulturellen Rechten. Auch in dem neuen Staatsgrundgesetz wird das Recht auf Lernen *„für den Erwerb des höchstmöglichen Wissens"* garantiert (X. Paragraph 1. Punkt).

Man kann sich ein modernes und konkurrenzfähiges Wissen und verschiedene Schlüsselkompetenzen nicht nur durch formales Lernen aneignen. Wir können feststellen, dass die Bedeutung des non-formalen und informalen Lernens gewonnen hat: man kann auch sein Wissen auf einen non-formalen oder informalen Weg vervollständigen.

In unserer Forschung benutzen wir die Definition des autonomen Lernens von Forray und Juhasz (2009), die in ihrer OTKA Forschung folgendermaßen definiert haben: *„Das Lernen regt das Individuum an (…), es geht der Sachen nach (…), kontrolliert seine vorhandenen Kenntnisse, und frischt sein Wissen aus eigenem Wollen auf."* Also möchten wir in unserer Forschung den Anspruch auf das Lernen kennen lernen.

Heutzutage befindet sich einer der größten Arbeitsmärkten der Weltwirtschaft im Tourismus. Die Statistik zeigt das, dass ungefähr jeder 12. Mensch im Tourismus arbeitet, es bedeutet rund 232 Millionen registrierte Arbeitsplätze.

Der Tourismus bietet vorwiegend Dienstleistungen, deshalb benötigt er viele Arbeitskräfte. Auch das zeigt uns, dass das gar nicht egal ist, wie diese Arbeitskraft gebildet tagfertig, gegenwartsnah ist.

Wir suchen also die Antwort auf die folgenden Fragen: Wie erscheint das autonome Lernen bei den Bieter der touristischen Dienstleistungen? Wie machen die Arbeiter ihr Wissen tagfertig im Tourismus? Wie erweitern die Mitarbeiter ihre Kenntnisse, was alles beeinflusst den Wissensdrang?

Kindermärchen in Lehrbüchern

Katalin Sotkó

katasotko0220@gmail.com
(Universität Miskolc, Miskolc, Ungarn)

Das Thema meines Vortrags ist die Erforschung und die Analyse der Erscheinungsformen von Märchentexten in den heute aktuell benutzten Lehrbüchern. Ich habe dieses Thema gewählt, weil ich mich in meinem Studium mit den Märchen schon aus textueller Hinsicht beschäftigt habe, und ich halte es für einen interessanten Forschungsansatz mein Thema in Richtung Methodik-Didaktik zu erweitern. Auch der pädagogische Aspekt scheint dabei wichtig zu sein, so habe ich vorgenommen, zu prüfen und zu analysieren, wie Märchen in der Sprachpädagogik und im Sprachunterricht vorkommen.

Ich meine, dass das Märchen in beiden erwähnten Bereichen vernachlässigt werden, und sie eine viel bedeutendere Rolle zu spielen hätten. Das Märchen ist nämlich der erste Text, den wir hören, und später lesen, oder heutzutage auch durch multimediale Kanäle auch sehen können. Die Kinder lernen schon früh viel aus diesen Texten: sie bekommen ein allgemeines Bild über die Welt, lernen Eigenschaften der Menschen und Tiere kennen. Wir können aber eindeutig auch sagen, dass die Märchen gute Mittel zur Informationslieferung sind und sie spielen sowohl im Muttersprache- als auch im Fremdsprachenunterricht eine wichtige Rolle.

Daraus folgt, dass wir als Sprachlehrer die Märchen auch im Deutschunterricht mit Erfolg verwenden können. Die Kinder können z.B. durch Märchentexte Präteritum-Formen leichter erlernen. Es ist also meiner Meinung nach eine interessante Frage, wie und wo die Märchen den Lehrern bei der Unterrichtsgestaltung helfen können.

In meiner Arbeit möchte ich mich also damit beschäftigen, wie die modernen Deutschbücher die Märchen benutzen und welche Wirkung die Märchen im Unterricht haben. Aus diesen Aspekten werde einige Lehrwerke für Deutsch als Fremdsprache analysieren.

Die europäischen Trends der interkulturellen Erziehung

Judit TORGYIK

jtorgyik@uranos.kodolanyi.hu
(Kodolányi János Hochschule, Székesfehérvár, Ungarn)

Ziel des wissenschaftlichen Vortrags ist es, den Zuhörern von den international bedeutenden Fragen im europäischen Bildungsraum die aktuellen Kriterien und Aufgaben der interkulturellen Erziehung vorzustellen.

Infolge der Einwanderung / Immigration haben die westeuropäischen Länder in den letzten Jahrzehnten in ihre Bildungspolitik die Lösungen eingebaut, mit denen die Integration der betreffenden Kinder in das neue Land im großen Rahmen gefördert wird. Am Anfang wollten sie nichts anderes, als sich in das gegebene Land zu integrieren. Die ersten Lösungen traten in vielen Fällen auf dem Gebiet des Sprachunterrichts auf, und es wurde danach gestrebt, dass die Einwandererkinder und die erwachsenen Familienmitglieder die Sprache des neuen Landes erlernen.

Grundlegende Bedingung der Kommunikation sind entsprechende Sprachkenntnisse. Es gibt in den aufnehmenden Ländern auch solche Beispiele, in denen sowohl auf die Bewahrung der Muttersprache, als auch auf die Erlernung der Sprache des Ziellandes ein besonderer Akzent gelegt wird.

Auch die Pädagogen müssen auf den Unterricht der aus verschiedenen Kulturen stammenden Schüler vorbereitet werden, in ihr Ausbildungsprogramm wurde die Problematik der Einwanderungskinder nunmehr fachlich berücksichtigt. Zwecks Aneignung der notwendigen Kompetenzen wird in allen Einwanderungsländern auf die Aus- und Weiterbildung der Pädagogen geachtet.

In dieser Hinsicht wird von den einzelnen Mitgliedsländern der Europäischen Union unterschiedlich vorgegangen, vielerlei Entwicklungstendenzen schlugen in den einzelnen Ländern Wurzeln, während es auch einige Berührungspunkte gibt.

Die Praxis der alten und neuen europäischen Länder unterscheidet sich allerdings wesentlich. Während die alten EU-Länder als klassische Einwanderungsländer gelten, bilden die neuen eine Gruppe, wo die Zahl der Auswanderer größer ist, als die der Einwanderer. Die einzelnen Gruppen werden von anderen Strategien charakterisiert, und die erreichten Ergebnisse sind auch anders.

Internationale Bildungssysteme im Vergleich.
Das türkische Bildungssystem

Selçuk UYGUN

Selcukuygun17@gmail.com
(Akdeniz Universität, Antalya, Türkei)

Zusammenfassung. Das ziel dieser Studie wurde mit folgenden thema ausgedrückt: Internationale Bildungssysteme im Vergleich" über das Türkische Bildungssysteme. Die Daten von Studie wurden durch schriftlichen Quellen gesammelt. Am ende der Studie wurde herasgefunden: Im türkischen Bildungsgedanken ist die westliche Perspektive nicht neu. Die Türken haben auch in ihrer Geschichte vieles durch Zusammen- oder Nachbarleben mit unterschiedlichen Kulturkreisen gelernt. sind meines erachten sehr gute Voraussetzungen die für diesen Prozess sprechen. Der Beitritt der Türkei in die EU ist eine Gelegenheit die nicht unterschätzt werden darf.

Schlüsselworte: Internationale bildungssysteme, das türkische bildungssystem, Vergleichen

Grammatikunterricht und Grammatik in Lehrbüchern

Noémi Vízı

vnoncsi@gmail.com
(Universität Miskolc, Miskolc, Ungarn)

Wenn wir eine Sprache beherrschen möchten, ist es wichtig, sie auch richtig, d.h. grammatisch korrekt zu sprechen. Aber wo sind die Grenzen der Korrektheit? Sind unsere Sätze auch mit grammatischen Fehlern kommunikativ? Grammatik, Grammatikvermittlung und Grammatikunterricht spielte und spielt eine wichtige Rolle im Fremdsprachenunterricht. Aber seit der Einführung der kommunikativen Methode wird sie immer mehr in den Hintergrund gedrängt. Was ist der Grund dafür?

Während der letzten Jahrzehnte veränderten sich die Methoden und die verschiedenen Ansätze im Grammatikunterricht sehr schnell. Korrekte Grammatik und reibungslose Kommunikation bilden einen unbezweifelbaren Gegensatz.

Welche Methoden stehen uns aber zur Verfügung, die dabei helfen, den Sprachlernenden einfach die grammatischen Regeln und Strukturen einer Fremdsprache beibringen zu können. Die Vertreter der Kommunikativen Didaktik meinen im Allgemeinen, dass man nur eine entsprechende Menge der Grammatik in den Lehrstoff einbauen darf, damit die Lerner einer Fremdsprache ihre Motivation nicht verlieren. Grammatik soll in diesem Sinn also kein reines Ziel des Fremdsprachenunterrichts sein, sondern eher ein Mittel zum Zweck, also zur Kommunikation.

Ich möchte in meinem Vortrag vorstellen, warum Grammatikunterricht noch immer einen großen Wert im Sprecherwerbsprozess haben soll. Deshalb analysiere ich die Lehrwerke für Deutsch als Fremdsprache unter dem Aspekt der angewandten Grammatiktheorie, der angewandten Methoden im Grammatikunterricht und der angewandten Übungen in den Lehrbüchern.