

# **10<sup>th</sup> International Conference for Theory and Practice in Education**

15-17 DECEMBER 2018, BUDAPEST, HUNGARY

PROGRAM  
ABSTRACTS

Association of Educational Sciences  
Budapest, Hungary

2018

Conference organized by  
**Association of Educational Sciences**

**Place:** Pannon-Kincstar Kft.  
Address: Budapest, district V, Str. Váci, No. 47.

**Scientific Committee:**

BARDÓCZ-TÓDOR András, dr. univ., Association of Educational Sciences, Budapest, Hungary

BANKÓ, Marietta, Ph.D., Galgamácsa Fekete István Elementary School, Galgamácsa, Hungary

BLANDUL, Valentin Cosmin, Ph.D., University of Oradea, Oradea, Romania

BRADÉA, Adela, Ph.D., University of Oradea, Oradea, Romania

BREDÁCS, Alice, Ph.D., University of Pécs, Pécs, Hungary

CSAJBOK-TWEREFU, Ildiko, Cs.C., University of Ghana, Acra, Ghana

DEZSŐ, Renáta Anna, Ph.D., University of Pécs, Pécs, Hungary

KARLOVITZ János Tibor, Ph.D., International Research Institute sro, Komárno, Slovakia

KESZTHELYI, András, Ph.D., Óbuda University, Budapest, Hungary

MOLNÁR, Diána, Association of Educational Sciences, Budapest, Hungary

MOLNÁR György, Ph.D., Budapest University of Technology and Economics, Budapest, Hungary

PAVLOVIC, Slavica, Ph.D., University of Mostar, Mostar, Bosnia and Herzegovina

RĘBISZ, Sławomir, Ph.D., University of Rzeszów, Rzeszów, Poland

TOLDI Éva, Ph.D., Novi Sad University, Novi Sad, Serbia

TORGYIK Judit, Ph.D., Kodolányi János University, Székesfehérvár, Hungary

**ISBN 978-615-5840-01-2**

**PDF – ISBN 978-615-5840-02-9**

# Conference Program

**10<sup>th</sup> International Conference for Theory and Practice in Education**

organized by  
Association of Educational Sciences

15-17 December 2018, Budapest, Hungary

**Venue:** Pannon Kincstár – Humán Szakképző Központ,  
47 Váci Street, Budapest, 5<sup>th</sup> district

## **15 December 2018 (Saturday)**

Cultural event: Christmas Fair in Budapest (Vörösmarty square)

Meeting point: 47 Váci Street, Budapest, 5<sup>th</sup> district, 17.00

## **16 December 2018 (Sunday)**

Registration: from 9.00 Room No. 308



11.40 – 13.00 Room No. 308

Session No. 3.  <i>Well-being</i>	<i>Chairman</i>	Attiláné LADNAI (Anita SZERENCSES): Well-being in School: Studying – Teaching – Knowledge from a Different Approach
	<i>Renáta Anna DEZSŐ</i>	Katalin Julianna DINNYÉS, Klára TARKÓ: Health Education through Secondary School Mathematics Textbooks Published by the Hungarian Institute for Educational Research and Development
		Teodora N. SIMEONOVA, Nadezhda G. YORDANOVA: Forms of Agression in Students from Konstantin Preslavsky University of Shumen
		Blerina HAMZALLARI: The Importance of Family Education among the Girls Married at Young Age: Gender Roles Education and Emotional Education

12.00 – 13.20 Room No. 309

Session No. 4.  <i>Professional Development</i>	<i>Chairman</i>	Despina SIVEVSKA, Sonja PETROVSKA, Jadranka RUNCEVA, Biljana POPESKA: Professional Development of Primary and Secondary Schools Teachers' – Republic of Macedonia in the European Context
	<i>Tunde SZECSI</i>	Andrea BORDÁS: Beginner Teachers' Perception about Teachers' Tasks
		Tunde SZECSI: Comprehensive Infusion Undergraduate Research Skills into Teacher Education: A Case Study in Florida
		Valentin Cosmin BLÂNDUL, Adela BRADEA: Some Psycho-Pedagogical Characteristics of Students with Scholar Learning Difficulties

13.20 – 14.40 Room No. 308

Session No. 5.  <i>Diversity at School</i>	<i>Chairman</i>	Eszter GERGYE: Possible Roles of Schoolscape in the Case of Roma, Gypsy Languages
	<i>Tibor Janos KARLOVITZ</i>	Penka KOZHUHAROVA: Interaction between School and Families of Roma Ethnicity
		Blerina XHAKOLLI, Liljana REÇKA, Rita LOLOCI: Migration Phenomenon in Albania: Its Impact on Psychosocial and Economic Life in Durres Area
		Brunilda ZENELAGA: From Theory to Practice: Challenges of Inclusive Education Implementation in Albania

13.40 – 15.40 Room No. 309

Session No. 6.  <i>Teachers, Higher Education</i>	<i>Chairman</i>	Sonja PETROVSKA, Despina SIVEVSKA, Biljana POPESKA, Jadranka RUNCEVA: Teachers' Views about their Professional Development: Situation in Republic of Macedonia
	<i>Sławomir REBISZ</i>	Tak Cheung CHAN, Binbin JIANG, Sławomir REBISZ: School Principals' Perceptions of their Roles and Responsibilities in the U.S. and Poland: A Comparative Study
		Maria-Katalin DOMJAN: Career Motivation of Students Who Become Teachers
		Juljana LAZE, Merlina KOSENI (POGRAZHA): Strategic Development Planning in Sustainable Higher Education Systems: Albania Case
		Reima AL-JARF: Grade Inflation at Saudi Schools and Universities
		Renata Anna DEZSŐ: Remembrance Education on International Level at a Hungarian University

15.00 – 16.40 Room No. 308

Session No. 7.  <i>Digital Technology</i>	<i>Chairman</i>	Vesna LAZOVIĆ: Exploring the Potential of Edmodo as a Social Learning Network in Higher Education
	<i>Csilla Marianna SZABÓ</i>	Rita LOLOCI, Blerina XHAKOLLI, Liljana REÇKA: How the Platform of Online Governing in Albania Excluded from the Economic Help Scheme about 70 Percent of Poor Unsupported Families
		Erzsébet PINTYE: Digital Tools for Language Learning
		Csilla Marianna SZABÓ: How Could School Prepare Students for Social Changes Caused by Technological Innovation?
		Aranka MÉSZÁROS, Ildiko CSAPO: Research on the Financial Attitudes of the Y Generation

**17 December 2018 (Monday)**

Cultural event: Walking in Budapest

Meeting point: 47 Váci Street, Budapest, 5<sup>th</sup> district, 10.00



# Abstracts



## **Grade Inflation at Saudi Schools and Universities**

**Reima AL-JARF**

**King Saud University, Riyadh, Saudi Arabia**

**[reima.al.jarf@gmail.com](mailto:reima.al.jarf@gmail.com)**

Grade inflation constitutes a major issue at Saudi schools and higher education institutions. Looking at Saudi newspapers, one would see a whole page full of names of 12<sup>th</sup> grade students with a GPA of 100%. Analysis of the English course marks of 637 students at a private school showed that 50% of the students scored between 90-100, 27% scored between 80-89 and only 1% failed the course. A teaching practicum supervisor gives all her students an A+ for the course. When a student scores 57/100, an instructor has to add 3 marks to help him/her pass the course. Grade inflation has several negative effects such as poor outcomes, and poor productivity and creativity in the work place, therefore this study investigates the factors that compel instructors at Saudi schools and universities to give students high marks and grades. Results of a questionnaire-survey showed several factors such as: (i) School and university administrators' tendency to raise students' marks and course grades which leads to exercising pressure over instructors to pass the students; (ii) misconceptions about educational quality, and correlating high quality with high pass rates, regardless of learning outcomes; (iii) instructors worry about students and parents' complaints if students fail. They worry about being investigated and about losing their job; (iv) instructors would like to be liked by the students, be popular and get good ratings in the course evaluation forms. They give easy questions and are lenient in grading. Exam results do not reflect individual difference and distinction; (v) the course grading system at the university produces a high pass rate as 60% of the course marks are allocated to attendance, assignments, quizzes and others; exams focus on a small portion of the course/textbook, many course topics are deleted, i.e., not covered by the tests; (vi) tests contain few easy questions that measure rote memorization and recall rather than higher-level thinking skills; (vii) prior to exams, students are given practice tests with similar questions to the final exam (in form and content). Hence, students know what to expect on the final.

Grade inflation constitutes a major challenge to enhancing learning outcomes of the Saudi Educational system, as many administrators and instructors do not realize the real purpose of the teaching-learning and evaluation processes, the importance of designing reliable and valid tests that measure higher-level thinking skills, that adequately cover the course content, and which discriminate between high and low-achieving students, and those who have mastered the objectives and skills of a course and those who have not. Detailed results and recommendations will be given.

## **Some Psycho-Pedagogical Characteristics of Students with Scholar Learning Difficulties**

**Valentin Cosmin BLÂNDUL, Adela BRADEA**

**University of Oradea, Romania**

**[bvali73@yahoo.com](mailto:bvali73@yahoo.com), [adelabradea@yahoo.com](mailto:adelabradea@yahoo.com)**

Difficulties in school learning are one of the most complicated and, in the same time, dangerous problems faced by students nowadays. The level of complexity is given by the definition of the concept, seen as a limitation of the normal functioning of the psychophysical capacities that can affect the student's performance in the academic environment. The level of danger is given by the fact that only a few students are really aware of the risks to which they are exposed by ignoring such difficulties, risks that could lead to the destruction of pupil's personality and the impossibility of his effective integration into community to which he belongs. In the present study, we will review the main psycho-physical and psycho-intellectual characteristics of pupils with scholar learning difficulties and then we will try to find out whether pre-academic teachers are prepared to personalize their didactic style to the particularities of pupils with learning difficulties. The sample of research consisted in 218 professors teaching in special or inclusive education from the North-West part of Romania and the research instrument was a scale of self-evaluation of psycho-pedagogical and methodical competences in the field of special education. The results demonstrate that most teachers recognize students with scholar learning difficulties and are aware regarding the risks to which they are exposed, that they are trying to customize their teaching / learning / evaluation strategies, but that they still need psycho-pedagogical and methodological training in special education.

**Keywords:** academic performances, personalized teaching, scholar learning difficulties.

## **Beginner Teachers' Perception about Teachers' Tasks**

**Andrea BORDÁS**

**Partium Christian University, Oraddea, Romania**

**[bordas.andrea@partium.ro](mailto:bordas.andrea@partium.ro)**

First years in teaching career is one of the most determinative in attrition. This is why many researchers studied teachers' first years with their problems, coping strategies. In this longitudinal research we examine the change in beginner teachers' perception about teachers' tasks from the moment they enter in teacher training till their first working years. The constructivist, the capacity builder, the sensualist and the reproductive teacher perception we used is based on the paradigmatic change of educational sciences.

The 40 former students of Partium Christian University were asked two times, once as students and once as teachers. We supposed, that there will be a change from the moment they finished the teacher training and enter in the world of public education as teachers. We also thought that there must be a correlation between teachers' perception about their tasks and the problems they encounter, the strategies they use in coping with them.

We found that there is a significant change in the constructivist view: as a beginner teacher they appreciate stronger the constructivist perception than as a student. The capacity builder conception is also much more appreciated by teachers than by students. Although there are no significant differences between the comprehension of the problems, we can say that the way they think about teachers' tasks define the themes they realise as problems in everyday work. The representatives of reproductive perception are more concerned about their future workplace, the capacity builders about aggression and conflict treatment, and the constructivists about children with special needs.

## **School Principals' Perceptions of their Roles and Responsibilities in the U.S. and Poland: A Comparative Study**

**Tak Cheung CHAN**

**Educational Leadership, Kennesaw State University, Kennesaw, USA**  
[tchan@kennesaw.edu](mailto:tchan@kennesaw.edu)

**Binbin JIANG**

**Division of Global Affairs, Kennesaw State University, Kennesaw, USA**  
[bjiang@kennesaw.edu](mailto:bjiang@kennesaw.edu)

**Sławomir RĘBISZ**

**Faculty of Education, University of Rzeszów, Rzeszów, PL**  
[rebiszuniv@poczta.onet.pl](mailto:rebiszuniv@poczta.onet.pl)

An analysis of the current literature on the roles and responsibilities of school principals shows that school principals worldwide have been recognized as an important component contributing to the overall achievement of schools and students. Simultaneously, they work toward attaining their professional goals and meeting all the challenges from different political, social and cultural situations typical of their communities.

The aim of the research was to identify similarities and differences between the roles and responsibilities of school principals of selected schools in Poland and the U.S.A. in seven areas of leadership: character, professional knowledge, professional skills, administrative style, administrative duties, personnel management, and student affairs management. The additional aim of the research was also to define what are the principals' major responsibilities, challenges, and fulfilment. The study involved 148 principals from the Atlanta area (Georgia, U.S.A.), and 74 from the city of Rzeszow (Poland). This study took a descriptive design with the use of survey questionnaires (the Cronbach alpha test for 30 items of the survey instrument was:  $\alpha = 0.85$ ). Responses from the selected school principals of Poland and the United States were compared by using multivariate analyses of covariance (MANCOVA) with gender and age as covariates. Through a comparative approach, the findings of this study disclosed that school principals in both countries have demonstrated their professional wisdom by recognizing character as being the most significant role of an educational leader. Principals in both countries clearly identified their major responsibilities in establishing goals of ensuring student safety and enhancing student achievement. The results of the data analysis also indicated significant differences between Poland and the United States in overall responses and three leadership areas: principals' knowledge, styles, and duties.

**Keywords:** Comparative study, principalship; school leadership; Polish education system, U.S. education system

## **Remembrance Education on International Level at a Hungarian University**

**Renata Anna DEZSŐ**

**University of Pecs, Pécs, Hungary**

**[dezso.renata@pte.hu](mailto:dezso.renata@pte.hu)**

Remembrance is a significant feature of democracy education both in institutions of public education and those at tertiary level. Pupils and students may gain a deeper understanding of social psychological mechanisms that they are parts of on a daily basis themselves when they are shown historical examples of events which mirror these processes.

Based on the tradition of courses in teacher education that have been related to the remembrance day in public education devoted to the Victims of the Holocaust in Hungary in spring semesters between 2011 and 2015 a new course with a similar nature was piloted during the fall semester in 2018. Participants of this course came from various backgrounds in terms of their nationalities and university majors. Students from Norway, Germany, Italy, and Hungary applied for the course entitled "Remembrance Education" at the University of Pecs (UP), Hungary and their background varied from secondary school teacher to psychologist, from andragogist to primary school teacher, as well as from librarian to educational advisor.

The course was not exclusively taught within the walls of the university but consisted of cooperation with diverse representatives of the civil society: it contained an introduction to the Video Archive of the USC Shoah Foundation, which is available for the UP since July 2018, an IWalk in the Jewish Quarter of Budapest, an interview with a Budapest Getto survivor at a Centropa Café event, a Pecs visit to the local Synagogue and a Parajamos exhibition. Editions of Centropa Foundation as much as items of their online archive were sources of the course besides literature on the nature of genocide. Students carried out related individual curriculum development projects by the end of the semester.

Feedback of the participants and partners to be shown reflect on the value of the course and may be interpreted as first steps of reflective action research of the course leader.

**Health Education through Secondary School Mathematics Textbooks  
Published by the Hungarian Institute for Educational Research and  
Development**

**Katalin Julianna DINNYÉS, Klára TARKÓ**  
**University of Szeged, Szeged, Hungary**

*Introduction.* The impact and role of educational institutions is complex: teachers as role models, the manifest and the hidden curriculum, and the teaching materials are all fundamental pillars of education. There are various kinds of teaching materials, however, textbooks receive the greatest attention: they guide the learning process and include the teaching materials at the same time. Health education is important in terms of life-long health promotion, an effective transmitter of which could be the textbooks, where the texts and tasks carry important messages. The question could be raised, whether the wording of tasks and texts in the schoolbooks influences our thinking about issues like health?

*Objective.* Our goal is to investigate the extent to which the mathematics textbooks analysed are concerned about integrating health education as a highlighted educational goal according to the current National Core Curriculum of 2012.

*Methodology.* The study is a qualitative and quantitative analysis both. The sample consists of six experimental and new generation secondary school mathematics textbooks published by The Hungarian Institute for Educational Research and Development. Quantitative data collection was based on counting word- and topic occurrences. The data was processed with the help of SPSS 22.0 software package.

*Results.* Each observed textbook contained references to healthy lifestyle, mostly referring to healthy eating, but other topics, like sports and alcohol prevention was also mentioned. Some texts emphasize the importance of a life free from addictions and call attention to the possible consequences of smoking. Beside the textual representations the pictures also promote the development of a health conscious behaviour. In the analysed textbooks 68% of references to health were positive in nature, while 32% of them referred to unhealthy habits. 48% of positive health references focused on nutrition, 19% on nature protection and 15% on environmental protection. Alcohol prevention, BMI and smoking prevention got 4% each, while sports appeared in 7% only. There are also some references to reading, culture and hygiene. 90% of the mentions concerning unhealthy habits referred to high sugar intake.

*Conclusion.* In summary, the secondary school mathematics textbooks published by the Hungarian Institute for Educational Research and Development apply mathematics related situations and problems that exercise a positive effect on pupils' health behaviour and as such these are in line with the objectives of the physical and mental health education area of development laid down in the current National Core Curriculum issued in 2012.

*Supported by the Új Nemzeti Kiválósági Program (New National Program of Excellence) No. UNKP-18-2.*

## **Career Motivation of Students Who Become Teachers**

**Maria-Katalin DOMJAN**

**Babes-Bolyai University, Cluj-Napoca, Romania**

**[domjan.m.katalin@gmail.com](mailto:domjan.m.katalin@gmail.com)**

Some countries recognise the importance of teachers in their societies, their influence on how the next generation looks and support their work with a long-term education policy perspective. The last some years brought changes in Hungarian-populated countries' educational systems, which drained the teachers' social esteem and social status, and made them feel dishearten, weary and turn away from public affair and schooling. In these conditions lots of teachers left their jobs in Romania, finding another honoured occupation. Even this context hadn't eliminated the spirit of choosing teaching as a career in young people and their intrepidity to learn to meet the professional requirements and practice appropriate skills, afterwards to find a related job.

Present research investigates the motivational factors of choosing teaching as a career, motivations which lead to the interest for this profession and the commitment for becoming a teacher. We analysed these issues using Watt and Richardson's (2007) Factors Influencing Teaching Choice Scale's open-ended question. We followed to explore these factors on a sample of 331 students who will become elementary and preschool teachers in Romania.

The results show that the most important motivations in choosing teaching as a career are related to: love for children, being with children, teaching of children / children's education, emotional loading they perceive from children, their own childhood eagerness. Some other pointed motivations are: personal abilities, social utility, social influence / influence of next generations, helping / supporting children, good example what they got, etc.

**Keywords:** career motivation, choosing teaching as a career, FIT-Choice Scale open-ended question, student motivation to become teacher

# **Changing Curriculum and Baccalaureate Requirements: The Expectations of Teachers of Hungarian Language and Literature**

**Erzsébet-Emese GERGELY**

**Max Weber Foundation Social Research, Cluj-Napoca, Romania**  
[gergelyerzsebet@yahoo.com](mailto:gergelyerzsebet@yahoo.com)

The national examinations in the Romanian education system measure pupils' knowledge at the end of each teaching cycle: the exam grade is intended to reflect the level each student reached in a given subject during a teaching cycle, the extent in which they succeeded to acquire the knowledge included in the curriculum.

National examinations in lower grades (second grade, fourth grade, sixth grade) don't affect either the teacher or the pupil in any way, thus they bear little relevance. However, the ability test taken at the end of the 8<sup>th</sup> grade and the baccalaureate taken at the end of the 12<sup>th</sup> grade have more at stake, as both affect the further learning opportunities of pupils. Due to their greater role in the school system, these exams have a greater impact on both teachers' work and students' school career.

Since the curriculum and examination requirements are changing in Romania (they are changing now in grades 5-8, and they are expected to change within about three years in grades 9-12), it is an opportune moment to examine the current situation, and the expectations regarding the new curriculum and examination requirements.

The present paper examines from different perspectives the system of requirements of one of the main subjects of the baccalaureate: Hungarian language and literature. The study takes into account the evolution of the requirements from 1989 to the present day, it analyses the relation of the requirements and the curriculum, and it looks into the spoken and unspoken expectations of teachers, pupils and parents against the Hungarian baccalaureate exam. The teachers of Hungarian language and literature had twice the opportunity to express their opinion on this matter: almost ten years ago the Romanian Ministry of Education was planning to transform the school structure, from the previous structure of 4+4+4 years into a 4+5+3 years structure. The question was what to include in the curriculum of the ninth grade which would have been the final grade of primary school. Currently teachers of Hungarian language and literature have had an opportunity to send proposals regarding the system of requirements and the curriculum in the context of their yearly gained experience and dissatisfactions related to the baccalaureate exam, and also their hopes for future changes in this matter.

The plan of transforming the school structure was not put into practice, but the proposals of the teachers were archived (although no one used them for any purpose). The paper analyses the old and the new proposals made by the teachers, it examines whether the teachers' ideas and expectations have changed in nearly ten years, and it tries to map the type and direction of changes the Hungarian teachers would want.

## **Possible Roles of Schoolscape in the Case of Roma, Gypsy Languages**

**Eszter GERGYE**

**Education and Society Doctoral School of Education, Pécs, Hungary**

**[eszter.gergye@gmail.com](mailto:eszter.gergye@gmail.com)**

Literature on Linguistic landscape is usually using the definition of *Landry and Bourhis* (1997), what says that official road signs, advertisings, street names, government buildings' written signs, etc. form a settlement's or a region's linguistic landscape. Schoolscape is the linguistic landscape of schools, mainly focusing on the formal learning spaces: what is written on the classrooms' doors, on the walls, etc., which languages are used in general in the school's visual appearance.

According to the Hungarian Nationality law -accepted in 2011- there are 13 officially accepted nationality and 14 officially accepted languages of these nationalities in the country. Roma are accepted as nationality and also their languages: Boyash and Romani are on the accepted languages' list.

The Boyash and Romani speaker Roma population is a minority in the country what dangers even more these languages and speeds up the process of language shift (from the minority languages to the majority, Hungarian). Researchers of linguistic landscape are emphasising that the absence of a language from the linguistic landscape could lead the group members (who speak the given language) to devalue the strength of their own language and this feeling could contribute the language swift process. In examination of Roma, Gypsy languages appearance on linguistic landscape and schoolscape it is also important to emphasise that not just the Roma, Gypsy communities but the non-Roma, non-Gypsy, the majority is contributing a notion as well based on the absence or the appearance of the given languages.

Providing strong status for these languages could serve the relearning of these minority languages and strengthening the identity of Roma minority. Presenting of Romani and Boyash language elements in different formal spaces (what are accepted by the majority as well) could provide a certain prestige to these languages.

**Keywords:** Roma, Gypsy, linguistic landscape, schoolscape, minority languages

# **The Importance of Family Education among the Girls Married at Young Age: Gender Roles Education and Emotional Education**

**Blerina HAMZALLARI**

**Department of Sociology, Faculty of the Social Sciences, University of Tirana**

**[bhamzallari@gmail.com](mailto:bhamzallari@gmail.com)**

This study focuses on the early marriages of girls in the Republic of Albania. The purpose of this article is to draw attention to the importance of family education in the early life of women married at a young age. The analysis will be focused on two main profiles of girls' education: gender roles education and emotional education.

First, in this article we will see how different emotions of the parents of early married girls affect their attitudes towards the marriage of their daughters? Which are the emotions of married young women in relation to parents and their partner?

Secondly, we will highlight some of the attitudes and opinions of women married at a young age to conventional gender roles. At this point, we will emphasize the importance of the role of their parents in the education and understanding of gender roles.

The study uses a qualitative approach. The instrument used is that of face-to-face semi-structured interview with 30 women who were married while they were under the age of 19. Findings were obtained through a thematic analysis, which included the organization of empirical data based on labeling and coding.

Empirical findings show that teenage girls' parents go through fears for their girls' choices and attitudes to premarital sexual relationships. Parents appear dedicated to the norms of traditional social morality and in this sense the early marriage of their daughters is a response to the emotions of the community they live in. As a consequence of these attitudes, often marriages of young girls are counter responsive to the attitudes of their parents to realize the forbidden love. Not always girls get to win over their parents, it happens that they accept a loveless marriage, an arranged marriage. Another finding is that the experience of girls with romantic relationships in their family of origin influences on the determination of the expected emotions in their marriage. The emotions associated with marriage are the first learned in the family. An important finding is that the way girls perform gender roles after their marriage is often a reflection of the pattern of gender roles learned in the family of origin. As the more conventional parents in their roles, the more girls in her marriage tend to stay within the traditional gender roles.

**Keywords:** Early marriage, emotion, parents, young girls married, family

# Values and Changes in Value: Changes in the Role Model Choice of Primary School and University Students

Gabriella HIDEG

Eszterházy Károly University, Eger, Hungary  
[hideggabriella87@gmail.com](mailto:hideggabriella87@gmail.com)

By the 20<sup>th</sup> century, we are always online thanks to the available modern telecommunication tools, so certain concepts, results and value systems are therefore revalued. This change, which involves loss of value as well, is present in all areas of life and has an impact on the morality and value perception of the growing generation. It follows that sports and sport scores came to a new dimension. The present and future of some sports is increasingly determined by how much can be sold, how much can be transmitted, and how can adapt to the expectations of the "entertainment industry". Its original values (honesty, fighting along the rules and with keeping them, respect, and altruism, etc.) is increasingly blurred, and they seem to be lost. The win and money have been connected, and the fighting for money waves through all that entails spreading of the unfair means' use (fraud, set-up), which is not only manifested in the behaviour of the athletes (doping). If this trend continues, and it becomes increasingly more accepted and more open, it can cause irreversible damage on one hand in the sport itself, which thus loses its original values, and on the other hand in the moral attitude of the coming generation.

*The purpose of the study* is on the one hand to present and analyse the changes in values of today's society. On the other hand, its purpose is to give a picture of the role model choices of today's young people.

*As a test method*, we used a questionnaire survey method besides exploring the domestic and international literature. A total of 687 people participated in the survey. The study was conducted with the participation of six countries, including four in Europe - Hungary, Ukraine, Romania, and Serbia - and two outside Europe - Malaysia and Kenya.

## *Hypotheses:*

H1: It is assumed that most of the young people have an athlete role model.

H2: It is assumed that in Kenya and Malaysia there is a significantly higher proportion of those who choose athlete role models and they are chosen along positive values.

H3: It is assumed that, due to social, economic, and cultural disparities, I can show significant differences in the choice of role models for young people surveyed in Central and Eastern European and non-European countries.

*As a result*, the habits of athlete role model choice among the interviewed young people of six countries becomes comparable. We get a clearer picture of the values along which young people choose an orientation person.

**Keywords:** role model, values, change in value, athlete role model

## **Interaction between School and Families of Roma Ethnicity**

**Penka KOZHUKAROVA**

**Konstantin Preslavsky University of Shumen, Shumen, Bulgaria**

**[p.kozhuharova@shu.bg](mailto:p.kozhuharova@shu.bg)**

*Background:* The family is the first and primary institution for socialization and education of children. The nature of the goals it sets, the educational strategies it uses and its interaction with schools – all these features form to a great extent the personal development of the child. In their work with pupils of Roma origin teachers use a few distinct methods to cooperate with parents, but these are often easily generalized and are applied without taking into consideration the specific peculiarities of Roma families. A considerable part of these parents show an obvious sense of helplessness, mediocrity, and certain worries concerning schools. They do not feel capable of interfering efficiently in the school process and establishing a dialogue as equals. The weak relationship between the school and these families has a great influence on children and explains to a large extent school absences, poor results in education, and dropping out of school. Therefore, it is necessary to know well the specifics of these families and their children in order to refract the strategies for pedagogical interaction through the prism of the Roma community, its culture and traditions.

*Methods:* The aim of the study is to prospectively assess the interaction between school and Roma families and also the utility of a specific intervention for parents training. They were assessed by using validated questionnaires among 367 parents and 238 teachers in the ten primary schools in Bulgaria in 2018. The criteria for the analysis and for the intervention were adopted from basic areas of influence established from studying the Epstein's school-family interaction method: parenting, life at home, communication, volunteering, decision-support, academic and professional education of parents.

*Results:* The support that parents provided while helping their children while learning at home and also the participation in school activities improved. The level of improvement of the family in contributing to plans for development of the school and in the processes of decision-making was lower. Overall, the intervention of training Roma parents to develop academic and professional skills showed positive results for their children in school.

*Conclusion:* The good practices implemented in schools are systematized. A model of "School for Parents" program is presented. The programme's goal is to synthesize the knowledge and widen the culture of parents about the educational function of the family and to increase their motivation for providing their children with better education. The content of the "School for Parents" program is defined by three main theoretic directions: systematic approach to the family, psychological development of its members, and family pedagogy. In each module three main topics have been developed and they are presented to the parents in the form of group work, lectures, role plays, observational tasks, tests, and sharing of experience.

## **The Curriculum as an Important Factor in the Education Process**

**Doreta KUÇI (TARTARI), Matilda LIKAJ**

**Department of Sociology, University "Aleksander Moisiu" Durres, Durres, Albania**

**[doretatartari@yahoo.it](mailto:doretatartari@yahoo.it), [doretatartari@yahoo.it](mailto:doretatartari@yahoo.it)**

Education in Albania is an important sector of national developments, as it projects the future of the nation. It aims to equip Albanian citizens in the future with the necessary knowledge, with enough skills and skills to realize the economic and socio-cultural development of the country; it is a prerequisite for economic growth and sustainable development of the country. Given the importance of education, we need to analyze the key factors associated with it. The curriculum is the most important factor in the education process.

The development and reform of the pre-university curriculum in our country, is based on a series of core documents that reflect education policies and strategies for the future. In addition, the curriculum framework sets out all the necessary parameters to ensure the development and implementation of a comprehensive and quality curricular reform (ROADMAP, May 2011).

Teachers are the implementers of these curricula and therefore their role is very important. Besides the changes teachers need to be train for their professional and didactic upkeep for the teaching process. The compilation of professional standards for teachers aims at the professionalization of teaching, which means taking into account teaching as a profession that needs to be standardized just like other professions, in order to be in harmony with other social partners and interest groups. Our educational system must determine that the content of what needs to be learned will be selected on the basis of what is important for the learners, the actual amount of information and how the knowledge will be structured.

This study aims to analyze the current situation of curricula in lower and lower secondary education, analyze of curricula as the core of the educational process with its relevance, reflecting teachers' curricular knowledge, and developing a plan of recommendations and suggestions for education curricula medium and low. Exiting a highly consumed and politicized curriculum, reforming it with new contemporary principles, establishing coherence, equality, humanity, respecting children's rights, etc., have been and are issues that determine the changes in the curriculum content. This article evaluates quantitatively and qualitatively issues that relate to the curricula and difficulties that are faced by teachers to adapt in secondary education. The article aims to play an important role in promoting fuller studies and better preparation of students. It is very important to analyze the point of view that during the process of changing of curricula, it improves the teacher's qualification.

**Keywords:** curriculum, education, school, teaching, teacher

## **Well-being in School: Studying – Teaching – Knowledge from a Different Approach**

**Attiláné LADNAI (Anita SZERENCSES)**

**University of Pécs, Pécs, Hungary**

**[szerecsesanita5@gmail.com](mailto:szerecsesanita5@gmail.com)**

Emotions and motivation are key to effective learning. In my essay, I write about the aspects of emotions and motivation in the context of education, especially in context of Hungary. I point out that teachers' attitude to students (which ranges from negative to positive) has definite influence on contributes to the students' attitude to learning.

I argue that by implementing the scientific results of positive psychology, the principals of positive pedagogy could be identified. Seligman (2012) pointed out, there is an obvious relation between learning and well-being. The growth of the latter goes along with more efficient learning. Attila Oláh (2012) in accordance with Seligman pointed out that well-being should be taught in schools. Considering the relation between emotions and motivation while studying the effect of positive and negative teacher's attitude and their relation to the traditional teaching, offer us a new, interdisciplinary context to understanding current teaching methods. In my essay, I write about the aspects of emotions and motivation – interpreted within quite narrow frames for my purposes, with no claim of being exhaustive, and I also discuss the role of positivity and negativity.

I conclude that education which places emotional education to the forefront can have significant outcomes in terms of learning as well as students' well-being.

**Keywords:** well-being, positive pedagogy, emotion, learning motivation, teacher attitude

## **Strategic Development Planning in Sustainable Higher Education Systems: Albania Case**

**Juljana LAZE, Merlina KOSENI (POGRAZHA)**

**Department of Sociology, University "Aleksander Moisiu" Durrës,  
Durrës, Albania**

**[julilaze@gmail.com](mailto:julilaze@gmail.com), [mpograzha@gmail.com](mailto:mpograzha@gmail.com)**

Education is one of the most important priorities of the strategy for developing, which will guarantee the progress. According to this importance that education has, it has come into view and is done an initial issue that has taken place in governance of Albania.

The education system in the country has had problems adapting to rapid economic and social changes, exposing Albanian education to rising challenges, especially with regard to the strategic development capability of the higher educational system to respond to changing economic structures, providing people with the skills needed for the market economy, thus pursuing the high education trend of developed countries. However, such challenges have become a test for models and styles of leadership, not just for higher education institutions, but also for the national education system as part of the European Higher Education Area.

Recent research, driven by the ever-changing environment in which higher education institutes operate, in Europe and beyond, brings in the first plan a managerial, scientific and practical perspective at the same time for assessing problems and their solution, in the prospect of development and orientation of Higher Education. Therefore, the management of educational systems comes as a field of study and practice related to the operations of educational institutions in the country. In this context, we should emphasize the importance of drafting a strategic plan for higher education, which would really require time, resources and long-term engagement but would have incalculable positive effects in all areas.

It should be noted that comprehensive studies by well-known scholars suggest that planning increases effectiveness. There is no perfect strategic planning model for each sector. A set of strategic planning can be used, making adjustments consistent with the development stage and the environment. Also, the combine of two different models is possible. Within this paper it seems more appropriate to use the "basic" strategic planning model. This planning process is used at that stage when no planning process has been done before. These types of plans are drafted in the first stages of development and then in other years are enriched with other planning stages.

The aim of this study was: a) to stress the importance of the strategic planning under the new conditions of implementation of the Bologna Process b) to evident and analyze the actual problems that the education is faced to c) to analyze the advantages and disadvantages of strategic planning development in sustainable education and society d) Pointing out the importance of strategic planning at this stage of development e) Presentation of some possible development scenarios of higher education.

## **Exploring the Potential of Edmodo as a Social Learning Network in Higher Education**

**Vesna LAZOVIĆ**

**Faculty of Arts, Ljubljana, Slovenia**

**[vesna.lazovic@ff.uni-lj.si](mailto:vesna.lazovic@ff.uni-lj.si)**

In the last decade the need for online collaboration has been widely recognized in higher education, especially with the expansion of the open-source learning platform Moodle, now being an official learning management system at numerous universities worldwide. Together with this learning environment, other e-classroom tools have been introduced as part of online educational technologies. At the same time, many authors have emphasized the benefits of using social networks and proposed ways of incorporating them in higher education.

With the launch of the new software platform Edmodo in 2008, it became possible to use social networks solely for educational purposes. Although primarily used in primary and secondary education, over years Edmodo has also become accepted and favoured at the university level mainly because of its interactive and collaborative nature and safe login methods. This paper, first, highlights the main differences between Moodle and Edmodo as well as the new possibilities the latter offers. Further, the concrete example is presented on how Edmodo has been used for several language and translation courses at the tertiary level. The paper, finally, provides an overview of ideas, comments and suggestions given by the students and teachers who had the opportunity to use this platform throughout one academic year.

## **Education System in Albania: Intergation of Cambating 'Hate and Hate Speech' in Curriculum**

**Matilda LIKAJ, Doreta KUÇI (TARTARI)**

**Department of Sociology, Universiteti "Aleksander Moisiu" Durres,  
Durres, Albania**

**[matildalikaj@gmail.com](mailto:matildalikaj@gmail.com), [doretatartari@yahoo.it](mailto:doretatartari@yahoo.it)**

Education is a very complex social institution because it contains different issues such as social, cultural political and economical. Durkheim argued that education plays an important role in the socialization of children because children gain an understanding of the common values in society, uniting a multitude of separate individuals. Durkheim's point of view of education has been focused on the non formal education. But on the other side of the coin, exists even the formal education (schooling) that contribute in the social actor's development.

Education can take place in many social settings and institutions, starting from families, peer groups, social group etc. Schooling on other hand refers to the formal process through certain types of knowledge and skills are delivered, normally via a predesigned curriculum in specialized settings. Bowles and Gintis argued that schools are involved in socialization, but only because this helps to produce the right kind of workers for capitalist companies.

Formal institutions of educations (schools in this case) are responsible for formal education of social actors. 'School is evaluated as an agent of socialization, through which children learn a common culture and belief. The education system brings children together from all backgrounds. 'The purpose of formal education is to provide each individual with the knowledge and capabilities that are essential for meaningful participation in particular societal contexts. Education, understood in this way, is the influence exercised by adult generations on those that are not yet ready for social life. Its object is to arouse and to develop in the child a certain number of physical, intellectual, and moral states which are demanded of him or her. (Durkheim; 1956: 71 at Sociological Theories of Education: 25). Consequently to that, exist two functions of formal education that is to prepare social actors for employment and to be generally productive citizens and to help them to get socialize for becoming a 'good citizen'.

Formal education institution such as school, that Waller identified as a 'social organism', it forms social control that includes social mechanism that regulate individual and group behavior, leading to conformity and compliances to the rules of a given society or social group. Many mechanisms of social control are cross-cultural, if only in the control mechanisms used to prevent the establishment of chaos or anomie. Functionalist theory of education refers to this form as a regulation in society.

**Keywords:** curriculum, education system, hate and hate speech; Albania case

## **How the Platform of Online Governing in Albania Excluded from the Economic Help Scheme about 70 Percent of Poor Unsupported Families**

**Rita LOLOCI, Blerina XHAKOLLI, Liljana REÇKA**

**University "Aleksander Moisiu" Durrës, Durres, Albania**

**[ritaloloci@gmail.com](mailto:ritaloloci@gmail.com), [blerina.xhakolli@gmail.com](mailto:blerina.xhakolli@gmail.com),**

**[liljanarecka@yahoo.com](mailto:liljanarecka@yahoo.com)**

Albania like most of the European countries has become part of the digital agenda for Europe (DAE), by making steps through establishing the E-Albania portal. E-Albania is a new platform of digital governing, which offers some public services online. This platform aims making the institutional interaction easier, simplifying the administrative procedures, for citizens and employees, making it possible that some services which were only provided by going to certain places of the institution can now be offered electronically by eliminating so the previous way which also cost more energy time and different payments.

This operation, with support of donators and the west supporters' results non efficient in our country for some reasons, concretely speaking:

Firstly, Albania has still a long way to come as for the covering of every corner of the country with internet. In some rural areas this service is either inexistent or of a poor quality.

Secondly, even where this service is present, in urban areas, it still remains very costing and not of a good quality. Although it is a free market and there are no monopolies, the companies continue to operate with the highest prices in the region, which makes it impossible for a considerate amount of citizens to afford it.

Thirdly, the employed staff working in these offices is badly trained and further more there don't exist any informative packages for the citizens who want to benefit from these services. For example, in every unit of local governing, the service of civil state has an announcement to let people know that certificates are taken online, by printing them from home, but the fact is they continue to be taken there because people don't know how to go through this process and some don't even have the necessary equipment.

The online governing platform is a positive step with useful results for citizens, but meanwhile there have been noticed many problems throughout the process, where they are mostly noticeable in the community treated with economical help.

**Keywords:** platform of online governing, poor unsupported families, exception

## **Research on the Financial Attitudes of the Y Generation**

**Aranka MÉSZÁROS, Ildiko CSAPO**

**Szent István University, Gödöllő, Hungary**

**[meszaros.aranka@gtk.szie.hu](mailto:meszaros.aranka@gtk.szie.hu), [csapo.ildiko40@gmail.com](mailto:csapo.ildiko40@gmail.com)**

We started to study the financial attitudes of the Y generation in 2017 based on a 2010 OECD research. It is a timely topic for several reasons, since, based on the results of the aforementioned OECD research, in terms of financial knowledge Hungarian people stand out among other countries studied, however, in terms of actual behaviour, they are lagging behind.

The reasons for this discrepancy are presumably affected by financial attitudes, which are influenced by not only family socialisation but also the financial socialisation processes in the education system (primary, secondary and higher education).

The aim of the present research is to find out about the financial attitudes of the Millennials, with a special emphasis on gender differences.

Using the Mann-Whitney U test and Spearman's rank correlation on a 303 respondent sample, the results are positive for the cognitive component, whereas for the behavioural (conative) component the results are negative or not conscious in several respects.

The results refer to a generation which in a few years' time will become an important part of the labour market, therefore, close attention needs to be paid in public and higher education to the financial attitude development of Millennials and the younger Z generation so that their financial behaviour is in line with their financial knowledge and a financially conscious generation enters the world of work in Hungary. Our presentation aims at providing the appropriate frameworks for these efforts.

## **Teachers' Views about their Professional Development: Situation in Republic of Macedonia**

**Sonja PETROVSKA, Despina SIVEVSKA,  
Biljana POPESKA, Jadranka RUNCEVA**

**Faculty of Educational Sciences, Stip, Republic of Macedonia**  
[sonja.petrovska@ugd.edu.mk](mailto:sonja.petrovska@ugd.edu.mk), [despina.sivevska@ugd.edu.mk](mailto:despina.sivevska@ugd.edu.mk),  
[biljana.popeska@ugd.edu.mk](mailto:biljana.popeska@ugd.edu.mk), [jadranka.runceva@ugd.edu.mk](mailto:jadranka.runceva@ugd.edu.mk)

Teachers' quality is a global problem in which are interested all those who are, in one way or another, involved in the education of children and youth.

Education and upbringing are complex and long-lasting processes and their results are not immediately visible, but are expressed after a long and continuous influence, and the factors that determine the results, are numerous and are of different intensity. However, a huge corpus of research confirms that the teacher with all his personal, professional and moral capacity has a significant influence on the quality of the outcomes of those processes.

The paper is part of the project "Professional Development of Teachers in the Republic of Macedonia - Conditions and Challenges", which includes 398 teachers. Are there any differences between teachers regarding the forms they have used for their professional development? How active are teachers in the field of their own professional development?

**Keywords:** Teachers' views, Professional development, Republic of Macedonia

## **Digital Tools for Language Learning**

**Erzsébet PINTYE**

**University of Debrecen, Debrecen, Hungary**

**[pintye.erszebet@gmail.com](mailto:pintye.erszebet@gmail.com)**

The internet has fundamentally changed our life, our communication, interaction and become an everyday activity in our life. However, it should be taken into consideration that digital devices (smartphones, tablets, computers) are designed not only for communication and interaction, but they can also be applied for educational purposes. With the help of high-tech tools teachers have today a wide range of methods for teaching and bringing life into the classroom.

The aim of my presentation is to show how technology can be a powerful and effective tool in the classroom. The presentation deals with the question how modern devices (smartphones, tablets, computers) contribute to the successful and effective language learning and teaching process. My intension with this talk is to familiarize the audience with some digital tools and the ways they can be applied for language learning, teaching and developing of the students' language skills. (reading, writing, listening) I strongly believe that using digital tools in the classroom leads to better comprehension, better results and boosts students' creativity. In my presentation we will have a look at some of the best tools, putting a special emphasis on those that are designed for encouraging language learners and the whole language learning process. I would like to show some gaming elements, apps, quizzes, flashcards, videos, projects, speaking avatars, presentation tools delivering better digital learning experiences, enabling students to use their creativity, developing their language skills, creating interactive lessons and allowing teachers to test students immediately.

## **The Processing of a Bullying Prevention Program among 6<sup>th</sup> Grade Students**

**Dóra PRIEVARA, Erika TÓTH, László LIPPAI**

**University of Szeged, Institute of Applied Health Science and Health  
Development, Szeged, Hungary**

**[prieara@jgypk.szte.hu](mailto:prieara@jgypk.szte.hu) [toth.erika@jgypk.szte.hu](mailto:toth.erika@jgypk.szte.hu) [lippai@jgypk.szte.hu](mailto:lippai@jgypk.szte.hu)**

Dan Olweus (1994) defined bullying as an aggressive behaviour with unwanted negative actions and these behaviours are repeated over time. Furthermore, the school bullying is confined no more just to the environment of the school, with the Internet there is a new platform to spread the bully in time and space, additionally the imbalance of strength also disappears in cyberbully. According to the PISA test (OECD, 2017), the OECD average percentage of students who reported being bullied at least a few times a month is 18.7, whereas the Hungarian result is higher, 20.3 percentage. These results included any type of bullying, e.g. others made fun, got hit or pushed around by other students.

Being a victim has numerous negative consequences, since it decreases self-esteem and self-worth along with increasing loneliness and anxiety in children (Hawker, & Boulton, 2000). Nowadays more and more teen bullying cases end with tragedy because the young victims could not bear the pressure, the depression and the exclusion from the class and committed suicide (Hinduja, & Patchin, 2010). These individual cases have a great impact on the whole school community and also drew the attention of media to bullying.

In our presentation first we discuss the effects of bully to the victims, especially focusing on mental health and social isolation. Later on, we will introduce a bully preventive program for a 6th grade class. The prevention started with a lecture from a policeman about the rules and law according to traditional school bullying and cyberbullying. As a second part of the program, it was followed by a group session one week later. The main focus of this structured conversation was on the emotional process and enhancement of the social relationships in the class. The process was led by the school psychologist however the class teacher was present at the whole program as well. The methods consisted of some elements of art therapy; the children had to use projective techniques and symbolic thinking during the verbalization of their feelings and experiences. The most important message of the preventive program was to draw the attention to the dangers of being bullied. The students were encouraged to share their potential negative experiences with adults in the future and do not keep it as a dark, overwhelming secret.

## **Teachers´ and Pupils´ Values**

**Anna SÁDOVSKÁ**

**University of Trnava, Faculty of Pedagogy, Department of Educational Studies, Trnava, Slovakia**

**[anna.sadovska@truni.sk](mailto:anna.sadovska@truni.sk)**

Education is way how to develop character, virtues and values of pupils. In our research, we are interested in self-perceived prosociality, pupils´ meaning in life, pupils´ moral reasoning in relation to teacher interaction style and climate of teacher staff. In our previous studies, we proved positive correlation between self-perceived prosociality and cognitive, motivational and affective dimensions of pupils´ meaning in life. This means, that pupils´ who consider their life as meaningful have tendency to perceived themselves as more prosocial and vice versa. However, our findings cannot show, if meaning in life improves self-perception of prosocial behaviour or contrariwise. Secondly, it was shown that a teacher could improve self-perceived prosocial behaviour of pupils if s/he is evaluated with higher score in dimensions of leadership, understanding and responsibility. In contrary, dimensions of teacher interaction style as strict, uncertain, dissatisfied and admonishing correlate negatively with self-perceived prosocial behaviour of pupils. Thirdly, this study represents results of studying relations between teachers´ and pupils´ values and relations between values of pupils and their self-perceived meaning in life. Data used for analysis were collected using the Schwartz's Portrait Value Questionnaire (PVQ) and Scale of Life Meaning by Halama (2002).

## **Comparative Study of Imperative Clauses in English and Albanian**

**Suzana SAMARXHIU (GJATA)**

**University "Aleksander Moisiu" Durrës, Durres, Albania**

[smrxh@yahoo.com](mailto:smrxh@yahoo.com)

This study aims to compare the grammatical structures of two different languages. The comparison of imperative clauses in English and Albanian enables students to better understand the complex nature of these structures.

Imperative clauses bring a great interest to us for both languages due to their illocutionary force of statement which is called directive, a term which covers request, order, command, entreaty, and instruction and so on.

In this study, we will also provide some authentic examples chosen from a large corpus collected from varieties of registers in English and Albanian because imperative constructions have a wide use as they express speaker's will for the realization or non-realization of an act.

**Keywords:** imperative, clause, comparison, English, Albanian, illocutionary

## **Forms of Agression in Students from Konstantin Preslavsky University of Shumen**

**Teodora N. SIMEONOVA, Nadezhda G. YORDANOVA**

**Konstantin Preslavsky University of Shumen, Shumen, Bulgaria**

[t.simeonova@shu.bg](mailto:t.simeonova@shu.bg)

The report deals with the very current thesis on the forms and level of aggression among students. In modern scientific knowledge, there are different concepts for explaining aggression. It is believed that aggression is biologically embedded in the individual as a means of winning a place in life and as one of the mechanisms of psychological protection of the personality. Another theory indicates that aggression, although biologically biased in human, does not manifest in all people and in all situations, since aggressive behavior is primarily socio-psychologically determined. It is also thought that aggression is an expression of weakness, it compensates for the deficit of unresolved problems, formed complexes.

The analysis shows that conflict situations play a significant role as prerequisites for aggression, whether the conflict is up to date or basic. Another prerequisite is the tendency to act impulsively and to emulate foreign behavior. Another prerequisite is the emotional excitement of a group of people (such as the team in which the emotional perception of the surrounding reality is observed, which greatly reduces the reasonable assessment and the analysis of the events). Another socio-psychological premise is the understanding that violence is a means of solving problems in society.

We can divide the manifestations of aggression into two main types: motivational aggression - aggression, such as self-esteem and instrumental aggression - aggression as a means. Greater attention should be paid to motivational aggression, such as the realization of the person-made destructive tendencies. Determining the existence of such destructive tendencies in a competitor may, with great probability, predict the manifestation of open motivational aggression.

By applying a diagnostic procedure to the Bush-Durky test, we will differentiate between aggression and hostility by three groups of students - basketball and volleyball training and those who do not exercise actively.

Using the Bush-Durky test, a reliable method of psychosocial diagnostics, we determine the aggressiveness of the students. It consists of 75 questions that allow the differentiation of 8 scales: physical aggression (PhA-10 items ); verbal aggression (VA - 13 items); indirect aggression (IA-9); opposition behavior (OB - 5 items ); aggressive irritability (AI-11); aggressive distrust (AD - 10 items); jealousy and hate (J&H-8); guilt after aggression (G after A - 9 items).

91 young people - basketball (32), volleyball (31) and 28 non-sporting students from the „Konstantin Preslavsky University of Shumen"- Shumen, Bulgaria. The test is applied at the beginning and end of the school year 2017 / 2018th.

## **Parental Pedagogy Competency in the Preventive Function of Children's Risk Conditions**

**Katarina ŠIMIĆ**

**University of Mostar, Faculty of Science and Education**

**[katarina.simic@fpmoz.sum.ba](mailto:katarina.simic@fpmoz.sum.ba)**

**Maja LJUBETIĆ**

**University of Split, Faculty of Humanities and Social Sciences**

**[ljubetic@ffst.hr](mailto:ljubetic@ffst.hr)**

Parent's pedagogical competence is recognized through their actions and the feeling of satisfaction that comes from parenthood. Parental efficiency, quality of relation with a child, communication style, parental responsibility and interaction with children, are integral part of the strategy in prevention of risky behavior of children.

Parenting has an important impact on complete and healthy development of children. Therefore, parents with deficit parenting issue, should be offered the programs that would enable them to achieve and improve pedagogical competencies, e.g. to enable them awareness rising and understanding of an impact of inappropriate educational process for the child's best interest. High quality designed and implemented programs should enable parents to get insight into more appropriate choices, and also motivate them in order to acquisition effective parenting.

This paper presents the results of recent and relevant scientific researches which, incorporated in theoretical approaches, enable better understanding of parents' pedagogical competence, and its role in prevention of risky behavior of children.

**Keywords:** competency, prevention, programs, risky behavior, parent

## **Professional Development of Primary and Secondary Schools Teachers' – Republic of Macedonia in the European Context**

**Despina SIVEVSKA, Sonja PETROVSKA,  
Jadranka RUNCEVA, Biljana POPESKA**

**Faculty of Educational Sciences, Stip, Republic of Macedonia  
[despina.sivevska@ugd.edu.mk](mailto:despina.sivevska@ugd.edu.mk), [sonja.petrovska@ugd.edu.mk](mailto:sonja.petrovska@ugd.edu.mk),  
[jadranka.runceva@ugd.edu.mk](mailto:jadranka.runceva@ugd.edu.mk), [biljana.popeska@ugd.edu.mk](mailto:biljana.popeska@ugd.edu.mk)**

Initial teacher education is the basis on which the teacher profile is built. The acquired knowledge, skills and abilities through the initial education are improved, developed, upgraded, throughout the entire teaching age. The continuous development of teachers is in the direction of following the modern scientific achievements. Through continuous professional development, teachers improve their teaching skills and all this in the direction of preparing quality citizens of our society.

The paper examines the professional development of teachers from primary and secondary schools in the Republic of Macedonia, compared to the situation in other European countries. At the very beginning of the paper we give an overview of the teaching profession in Europe today, from the aspect of the structure of the teaching staff.

Furthermore, we direct our attention to the organizational aspect of the professional development itself, who regulates (in whose jurisdiction it is) the professional development of the teachers from Europe; does the professional development has a mandatory status; through which forms the professional development of teachers from primary and secondary European schools has been realized. In addition to the paper, we emphasized the participation of teachers in various forms of professional development, including: participation in workshops, conferences, mentoring and/or peer observation and coaching, as part of a formal school arrangement. The analysis of the situation in the European countries will help to see where the Republic of Macedonia is, in relation to teachers' professional development, as well as the direction in which changes could be made, taking into account the good practices of other countries.

**Keywords:** professional development, organizational aspect, teachers

## **Didactic Game and its Role in the Development of Thinking in Junior Primary School Children**

**Biljana STOJANOVIĆ, Dušan RISTANOVIĆ, Predrag ŽIVKOVIĆ**

**University of Kragujevac, Faculty of Education in Jagodina,  
Jagodina, Serbia**

**[biljanastojanovic23@yahoo.com](mailto:biljanastojanovic23@yahoo.com), [dusan.ristanovic@pefja.kg.ac.rs](mailto:dusan.ristanovic@pefja.kg.ac.rs),  
[predrag.zivkovic@pefja.kg.ac.rs](mailto:predrag.zivkovic@pefja.kg.ac.rs)**

The paper discusses the possibilities of influence of didactic games on the development of pupils' mental abilities. The aim of this research was to examine the possibility of encouraging the development of the thinking skills of pupils of the first grade of primary school, using a system of didactic games. Research design involved the implementation of a parallel-group experiment on a sample of 163 primary school pupils (6.5-7.5 years). The results of the research showed that the system of didactic games significantly influenced the development of concepts about geometric shapes, the development of the ability to conclude, but not the ability of the analytical-synthetic thinking of pupils.

**Keywords:** mental abilities; teaching; system of didactic games, pupil

## **How Could School Prepare Students for Social Changes Caused by Technological Innovation?**

**Csilla Marianna SZABÓ**

**University of Dunaújváros, Dunaújváros, Hungary**

**[szabocs@uniduna.hu](mailto:szabocs@uniduna.hu); [csilla.mato@gmail.com](mailto:csilla.mato@gmail.com)**

At present, the pace of technological progress is outstripping the ability of society to comprehend changes and elaborate social agreement on the use of new technologies. New inventions are announced nearly every month but it is impossible to foresee what advantages and disadvantages they will have in society. Moreover, it is still not known how these technological changes influence education. As some innovations, such as unmanned vehicles or gene engineering, have already been introduced in real life situations, what should be changed in education, in curricula, in teachers' methodology, even, in teacher training so that schools could prepare students to use new technology in an effective and sensible way?

The international research carried out in four different countries focuses on people's attitude towards new technology. In Hungary the survey was done in September 2018; nearly 280 people responded to it. Although the research is not representative, people of various ages answered the questions providing the opinion of nearly all generations. The respondents are mostly graduates with a degree.

Regarding their knowledge about new technology, more than one third of them declared that they are fairly well or well informed. Taking into consideration the extent of using new technology in everyday life, people are mostly ready to use portable devices measuring health status (4.30), electric cars (4.47), domestic 3D printer (4.34), clothes made of "smart" nanomaterials (4.18), smart house (3.90), and portable devices of additional reality, glasses or lenses (3.90). On the other hand, they are more likely to be against genetically modified food (1.90), psychopharmacological remedies, such as "pills of genius" (2.46), and robot-judges (2.51).

Introduction and especially mass usage of technological innovations should have an impact on all levels of education from primary school to university. The presentation does not intend to give exact solutions to the problem, it is more likely to bring up questions about the issue. Should the number of scientific subject lessons be increased to provide more information for students and to prepare them for natural science university studies? How should legislation be changed to exactly state responsibilities, regarding robot judges, robot surgeons or editing children's genome? What issues should be incorporated into the content of the subject 'Ethics' to teach students how to behave in new social situations, such as making difference between science and fake information and deception? How could teacher trainees be prepared so that they could give authentic answers on students' questions? All these questions must be answered in some years to catch up with social changes caused by technological development.

# **Comprehensive Infusion Undergraduate Research Skills into Teacher Education: A Case Study in Florida**

**Tunde SZECSEI**

**Florida Gulf Coast University, Fort Myers, FL, USA**

**[tszecsei@fgcu.edu](mailto:tszecsei@fgcu.edu)**

Skills needed to conduct research, such as critical thinking, effective written communication, and interpretation of valid and reliable sources are important 21<sup>st</sup> century skills in all professions. However, students majoring in education are underrepresented in undergraduate's research (Manak & Young, 2014). To enable and encourage teacher candidates to engage in scholarly activities, it is essential to infuse research skills such as problem-solving, critical thinking, oral and written communication, collaboration and the utilization of information literacy, into courses in teacher preparation programs.

In this empirical study, we examined a teacher education program in Florida in terms of the approaches toward the course-based infusion of skills for undergraduate research, and the effectiveness of this infusion. First, course-related documents such as syllabi, assignment descriptions, and course activities were reviewed and analyzed. The goal of the document analysis was to identify, describe and analyze the targeted skills, and the pedagogical approaches and strategies for promoting research skills in teacher candidates. Next, a selection of teacher candidates' scholarly products/course assignments was used as a data set to examine teacher candidates' skill development in the context of the identified assignments. This data set was analyzed both quantitatively and qualitatively to describe the changes that occurred in teacher candidates' critical thinking, communication, and information literacy skills, and to uncover patterns in the skill development. Descriptive statistics were calculated to explore the changes in these skills of teacher candidates over a period of three years. The findings based on data from the teacher education program in Florida indicated a steady gain in written communication and critical thinking, and a modest increase in informational literacy. For example, there was a 20% increase in the combined scores on three skills across three years.

Overall, although different approaches were used for infusing the development of scholarly skills in the courses, the results suggest that a holistic and well-orchestrated infusion of the skills into most courses in the teacher education program might result in steadily developing scholarly skills. These findings suggested important aspects for program improvement and served as valuable data for accreditation purposes as well. In addition, these results offered essential implications for teacher education programs regardless of the country/location in terms of further improvements of teacher candidates' skills for engaging in undergraduate research and scholarship.

In this presentation, the purpose is to showcase a unique approach developed in a teacher education program in Florida to demonstrate how diverse approaches toward the promotion of undergraduate scholarship/research activities might result in effective skill development.

## **Reading Circle Libraries in the Service of School Education**

**Ilona Szóró**

**Hungarian Library Supply Company, Budapest, Hungary**  
[szoroi@t-online.hu](mailto:szoroi@t-online.hu)

In the first half of the 20<sup>th</sup> century, schools operating at large agrarian territories, especially educational institutions at the outskirts generally did not have a bigger book stock. In many cases, they were the local agrarian associations that provided the library assortment needed to a higher standard of students' education, supplementing the curriculum, accomplishing individual tasks or exercises or simply only to endearing reading to teachers and children. Reading circles and landowner circles received most of their books from the cultural or agricultural departments, thus they had a relatively more valuable library stock. The wide variety of Hungarian and foreign fiction covered many works starting from the classics, through youth novels, up to tales, legends, poems, and song books. In addition to these, they also had natural history and geographical books, historical publications, biographical writings, materials concerning farm management and civics, works dealing with health education, culture, pedagogy, as well as various manuals and encyclopaedias in greater numbers.

Typically, the relationship between reading circles and teachers was very good; the two cultural institutions of the agrarian territories mutually supported each other. Generally, there were strict rules in force about how to use associational libraries, however, they always ensured access for the local school, which meant a great help for the institutions in fulfilling their pedagogic and educational tasks. Supplying schools with books was, on the one hand, in connection with the associations' basic task, their culture transmission activity, while on the other hand, the children and grandchildren of the associations' members attended the local educational institutions, and consequently, everybody considered support as a labour of love. Associations providing cultural services generally included it in their statutes that they supported the school's operation as much as they were able. Moreover, most of the reading circles disposed that in case of termination, the local educational institution should receive the association's assets.

## **Migration Phenomenon in Albania: Its Impact on Psychosocial and Economic Life in Durres Area**

**Blerina XHAKOLLI, Liljana REÇKA, Rita LOLOCI**

**University "Aleksander Moisiu" Durrës, Durres, Albania**

**[liljanarecka@yahoo.com](mailto:liljanarecka@yahoo.com), [blerina.xhakolli@gmail.com](mailto:blerina.xhakolli@gmail.com),  
[ritaloloci@gmail.com](mailto:ritaloloci@gmail.com)**

The migration is evidenced as one of the typical phenomena's after the social and political changes in Albania after the 90s. The migration of the population in huge numbers was especially evidenced after the 1990s with the economic collapse and after the year 1997 with the fall of "pyramidal schemes". This phenomenon persists today but in a smaller number of refugee migration. Tirana is the city where most of these people have moved to, also Durres has been one of the main cities that has faced this problem too, having to do with this migration in huge numbers coming mainly from North-East of Albania, and being settled down mainly in the e-moor of Durres and also in the areas called "Porto Romane", also some refugees that came from the South of Albania were settled down in the sides of the hills of "Spitalla" and also "Porto Romane".

The migration's reality of these people has been the focus of our study where the optic is focused on the consequences of social economics results, psychological and the behavior of this community. Certainly, the study addresses other issues that are related to integration policies, civilization, culturing, and so on.

The study is focused on the historical landscape of migratory processes at the national level in general and Durres in particular. Through a cross-cutting of social and psychological realities, it is concluded in the course of the development of the characters and behaviors of individuals.

Modestly, it is required to provide a panoramic view of migratory processes and a cross-view of the impacts of these processes in people's behaviors and their psychosocial and economic life.

**Keywords:** migration, refugees, economical result, psychological result

## **From Theory to Practice: Challenges of Inclusive Education Implementation in Albania**

**Brunilda ZENELAGA**

**University of Tirana, Tirana, Albania**

**[brunazenelaga@gmail.com](mailto:brunazenelaga@gmail.com)**

The Salamanca Declaration (1994) claims that the education system, that takes into consideration the variety of children's characteristics and needs, is the most efficient tool for fighting discriminatory attitudes as well as creating welcoming premises, building an inclusive society, the fulfillment of education for all and, above all, the improvement of the education system in general. Inclusive education creates conditions for equal and quality education, offers appropriate teaching methods aimed at meeting specific needs as well and additional training for teachers. It is also oriented toward parenting as necessary partners in child education.

Albania is facing many problems dealing with the implementation of inclusive education.

This paper aims to analyze these problems using on one side an analyze of the secondary data from different sources, such as: data from reports of Albanian institutions, researches from different organizations and researchers, and on the other side an analyze of the primary data taken from in depth interviews with teacher who work with children with special needs. Many problems related to the registration and inclusion of children with special needs in the pre-school and school system, the difficulties in identifying children with disabilities, the lack of collaboration between actors, lack of teacher training, inappropriate buildings and the poor infrastructure of public schools and kindergartens, programs and curricula inadequate for children with disabilities, unprepared teachers and supportive teachers etc., should be considered as important challenges for Albanian education system.



