

2nd IRI International Educational Conference

KOMÁRNO, SLOVAKIA, 17-21 OCTOBER, 2014

PROGRAM
ABSTRACTS

International Research Institute s.r.o.
Komárno, Slovakia

2014

Conference organized by

International Research Institute s.r.o.

Edited by:

János Tibor KARLOVITZ

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IRI Educational Conference

Place:

Konferenčné centrum UJS – Selye János University,
Komárno, Hradna 2,
Slovakia

Conference Program

17 October 2014

9.00 – 10.00: Registration

10.00: Opening the Conference

10.00 – 15.00: Presentations in Sessions

18 October 2014

10.00 – 17.30: Presentations in Sessions

20 October 2014

10.00 – 17.00: Presentations in Sessions

21 October 2014

10.00 – 15.00: Presentations in Sessions

15.00: Closing the Conference

Scientific Committee:

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

17 October 2014

Presentations in Sessions

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	Mihály FÓNAI, Nóra BARNUCZ: <i>Social Inequality and School Disadvantages</i>
	Gábor BUDAI: <i>The Role of Dual Vocational Training in the Changed Economic Environment</i>
	Ágnes INÁNTSY-PAP: <i>The Mission of Greek Catholic Schools in the Most Disadvantaged Micro-regions</i>
	Laurențiu MĂNDREA: <i>The Evolution of Emotional Intelligence in Prisoners through Scientifically Validated Therapeutic Programs</i>
	Imola CSEH PAPP: <i>The Social and Economic Position of Career Counseling</i>
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	Slavica PAVLOVIĆ: <i>(Compulsory) Book Reading at School and within Leisure Time</i>
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18 October 2014

Presentations in Sessions

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	Béla MOLNÁR, Adrienn JÁRAY: <i>A Probationary Year</i>
	Ivana HROZKOVÁ: <i>Do Young Learners Exploit the Same Learning Strategies as Adults?</i>
	Edit BOGNÁRNÉ SZIGETI: <i>Reflections on Adults' Language Learning Experiences</i>
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	Eugeniusz Andrzej JÓZEFOWSKI: <i>Creative Workshop as a Form of Contemporary Art and a Space for Subjective Development</i>
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	Tanja BOGATINOVA: <i>Treatment of Children with Pervasive Developmental Disorders in the SPS Maca Ovcharova, Veles, Macedonia</i>
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	Růžena BLAŽKOVÁ: <i>Mathematics Teacher and School Diagnosis of Dyscalculia</i>
	Ildikó LAKI: <i>A General Overview of People Living with Disabilities in Post-Communist Countries in the 21st Century with a Focus on Education and Training</i>
	Irena LEHOCKÁ, Renáta POLAKOVIČOVÁ: <i>Trend of Inclusive Education in Central Europe</i>
	Ploch LESZEK: <i>The Role of Special Educators in the Artistic Perspective of the Inclusive Activity of Disabled Individuals</i>
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20 October 2014

Presentations in Sessions

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	László BALÁZS: <i>Study of Emotional Intelligence Patterns with Public Education Teachers</i>
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Presentations in Sessions

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	Andrea LISZKA: <i>Development Oriented Teachers' Evaluation for Hungarian Waldorf/Steiner Schools</i>
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	János TALABÉR, Krisztián KELEMEN: <i>"Fear not the American English!" The Validity of American English in the Hungarian Public Education</i>
	Attila PIVÓK: <i>The Mapping of Formal Education Participation and Foreign Language Knowledge of a Teacher's Staff in a Primary School in Budapest</i>
	Natalia BORZA: <i>Analysing ESP Texts, but How?</i>

15.00: Closing of the Conference

Abstracts

Canons of Dialogue in Inclusive Education

Danuta AL-KHAMISY

(Akademia Pedagogiki Specjalnej, Warszawa, Poland)

There is a consensus in all European countries that Inclusive Education, described by the Charter of Luxembourg as the “School for All” (1996), is the key foundation providing the equality of opportunity for students with different types of special educational needs in all areas of life (education, vocational training, employment and social life). Inclusive Education requires flexibility of education systems, which should respond to diverse, often very complex, needs of individual students.

Presented considerations allow for the understanding of Inclusive Education as a process of joint education of students with special educational needs with their non-disabled peers in a public school. The efficiency condition of this process is providing a full sense of belonging to the school community and such psychosocial, methodical, organizational, technical support that satisfies their special needs and educational development resulting from their individual development. The Inclusive Education has been presented as a very complex process, which efficiency depends on operating in accordance with the outlined canons. Theoretical basis for the proposed canons is an educational dialogue considered by the author as particularly complex proceeding against oneself and others: therefore teachers, students and other dialogue partners. This is an experiencing of oneself and others, being with oneself and others. This is cognitive encounter between oneself and others preserving the unique specificity towards the other. Thus understood dialogue forces the teacher and other persons assisting student to face necessity of understanding themselves and the others. The author of the presented research tries to answer the question whether Inclusive Education, as a very complex process, lets to see the process of education and upbringing in the school as a meeting of people with different competences supporting each other mutually. Among these people there are students with special needs, their peers and teachers with their needs and capabilities, there are also parents of students.

Whether the proposed canons of Inclusive Education provide an opportunity for mutual understanding, comprehending and finally being together in the vast complexity of the educational process.

Study of Emotional Intelligence Patterns with Public Education Teachers

László BALÁZS

(College of Dunaújváros, Dunaújváros, Hungary)

In the Hungarian literature in relation of the emotional intelligence in the school the focus is mainly on the development possibilities of the teachers' or the students' emotional intelligence. In addition, in the pedagogical literature more work can be found that intends to apply the existing emotional intelligence theories in an abductiv way in the education process. In contrast, in the international literature on emotional intelligence the pedagogical-oriented analysis enjoys great popularity, problem-oriented and synthetic works can be found alike.

In my lecture I seek the answer for what emotional intelligence patterns pedagogues working in public education (primary and secondary schools) own. I suppose that teachers of educational institutions possess different emotional intelligence patterns according to the characteristic features of their organisational culture. In order to prove my hypothesis, I carried out a comprehensive research with the involvement of 26 educational institutions. In the course of my study, I took the Bar-On model of emotional intelligence and Quinn's organisational culture typology as a basis. I distributed 808 questionnaires, out of which 589 (73%) returned to me completed. The participation of the schools in the survey varied with different institutions: it was over 80% in 13 schools, 70-80% in 9, and below 70% in 4 institutions. The findings of my research have proved that significant differences can be detected in the emotional intelligence patterns of teachers working at educational institutions with different types of culture.

Acquisition of Basic Ethics

Andrea BENCE FEKETE

(University of Kaposvár, Kaposvár, Hungary)

General rules and behavioral norms determining our life are already acquired in early childhood, in kindergarten, even though in latter life stages individual progress may overwrite some of these rules. In Hungary from schoolyear 2013/14 parents may decide for their children to learn Religion or Ethics in primary school. The name of the subject 'Ethics' may sound too strict, and could recall the old ages for some people; depicting an old teacher reading endless paragraphs of rules, commands and obligations from a thick book to the little students in uniform, sitting straight, with their hands at their back in the classroom.

But the aim of Ethics classes is not making children scared, but to help them learn playfully, how they should behave in everyday life. It is important for them to understand why they should behave so, and make these patterns interiorize by time. Ethical education has three basic pillars, which are built and based on each other: knowledge of concepts and norms, thinking and ethically correct behavior.

In our previous researches we examined the knowledge of primary school students about ethical concepts via questionnaires; and we also made a research on whether they apply it in real life as well. Relying on these results the current situation of the education of 9-10-year-old students will be introduced, including their achievements and deficiencies.

Patterns of behavior, which are forced on young individuals always imply resistance, therefore at this age more sophisticated tools should be used for education, keeping experience and active learning in focus. Pedagogues need to provide an opportunity for students to experience the situations and find the socially preferred solution on their own. With the help of stories, simulations and the indirect guidance of pedagogues, children can build up their own value system. Discussions and debates provide a platform to get acquainted with expectations, express individual desires, diminish fears and build up a vision for the future. Interactive methods enhance the development of ethically correct thinking.

The Pedagogy of Special Care of Child Protection

Violetta BÍRÓ

(Eötvös József College, Baja, Hungary)

In Hungary, children raised from their families are received by fosterparents under the law from 1st January, 2014 except if they are unable to integrate into average family conditions. These latter ones and underage children of twelve are housed in children's flats or homes where they are educated in a family way. On average ten children live together in a group and they are educated by five adults in shifts. The group leader is a teacher, who does not only take care of their education but organizes, plans, co-ordinates and monitors the complex work of childminders in addition to their own tasks as educators. This means that they do not only have care responsibilities, but at the same time they have to prepare a personalized developmental status based on children's personality status, which serves the basis of their personal development plan and correction. During their college education kindergarten teachers, primary school teachers, sociopedagogues are not prepared for working on this special field and for this profession. This is the reason why I find important to embed the practicality of the pedagogy of family- and child protection in methodological framework, which may serve as a framework to educate repeatedly traumatized children. On the other hand, it may assist those educators who work in child protection service so as to confirm and enhance their efficiency and develop their professional competence. In my lecture I intend to present-as good practice-educators' annual tasks, the necessary competence to do their tasks, who could contribute to the children's mental and physical development with their overall personality as the head of the family.

The Status and Role of Non-formal Education in Romanian Learning System

Valentin Cosmin BLÂNDUL

(University of Oradea, Oradea, Romania)

Non-formal education can be defined as a form of education implemented by school in partnership with different educational institutions, using extracurricular activities, to help students deepen knowledge acquired in schools. Its' importance consist in fact that non-formal education help pupils to better understand the knowledge that they learned during the compulsory classes and have the opportunity to develop some skills like cooperation, trust, respect, communication, self-confidence and so on. The aim of this research was to analyze the impact of the non-formal education upon students and teachers from Bihor County, Romania. The instrument used was a questionnaire with 18 questions. The sample consisted of 156 teachers from pre-primary, primary, secondary and high schools from Bihor County, Romania. The results show that the majority of respondents understand the importance of non-formal education in pupils' development and accept to involve them in different extracurricular activities such as trips, visits, exhibiion, sports, other competition and so on.

Mathematics Teacher and School Diagnosis of Dyscalculia

Růžena BLAŽKOVÁ

(Masaryk University, Brno, Czech Republic)

For a teacher of mathematics, it is relatively difficult to identify a learner with dyscalculia and a learner with problems in mathematics that are not caused by a specific learning disability. In both groups of learners, analogical problems occur when coping with mathematics curriculum and there is no sharp line between dyscalculia and other learning disabilities in mathematics. Learners with diagnosed dyscalculia usually tend to have average to above-average intelligence, problems in mathematics in some parts of the curriculum and they are often able to independently develop procedures by which they compensate for their handicap. Dyscalculia need not necessarily restrict their further studies or vocational selection, not even in mathematically-oriented fields. The role of the mathematics teacher at an elementary school lies in a competent assessment of the causes of learner's problems. The teacher should have a sense of developing mathematical notions in learners and providing them with enough communication paths that would address every single learner. He should view the context in a complex way of how these notions are developed in the realm of mathematics and at the same time how they are formed in learners, whether learners are able to comprehend the individual, interrelated procedures in mathematics. If learners have not developed notions clearly, they do not recognise the meaning of individual operations, skills for any mastering of mathematics have not been developed either.

Treatment of Children with Pervasive Developmental Disorders in the SPS Maca Ovcharova, Veles, Macedonia

Tanja BOGATINOVA

(SPS „Maca Ovcharova”, Veles, Macedonia)

The pervasive developmental disorders are characterized with the delays in the development of many basic skills at the child. The most significant among them is the reduced ability for socializing with other people, communication and using of imagination, and general, problems in the understanding of the world that is around them. In this article is shown the treatment of children with the pervasive developmental disorders which is implemented in the Special primary school Maca Ovcharova. It shows the way of work and the effects of the treatment with the children through the use of some methods with the focus on drama therapy, sensory integration (SI), PESC and psychomotor reeducation.

Also, it gives the review how we estimate the evolving capacities of children through a series of tests, and the way of planning, implementing and evaluating the results of the treatment. As well as a summary of the phases of capacity building, sharing of experience and guidance to team effectiveness among stimulus treatment of children with pervasive developmental disorders

Over two years, in our school works volunteer resource center, which is visiting by different groups of children with pervasive developmental disorders at age 4 to 10 years who attend daily teaching process in our school or they are included in regular local schools in our town. The children work individually first in specially equipped rooms, and then they are gradually include in the planned treatment group. The team is comprised from special educators/rehabilitators, therapist and speech therapist.

The parents are actively involved in all stages of the process of planning and implementation of the treatment of children with pervasive developmental disorders. The paper is accompanied by video film who represent a treasure trove of the methods that are applied directly in the treatment with children with pervasive developmental disorders. I worked during my research with my colleagues Tatjana Ljapova, Zivka Panova Sazdova, Marija Davcevska and Velko Sveckarov.

Reflections on Adults' Language Learning Experiences

Edit BOGNÁRNÉ SZIGETI

(Budapest Business School, Budapest, Hungary)

As we are living in an increasingly multilingual society both our personal lives and our professional careers are highly affected by our foreign language communication skills and our willingness to improve them all the time. General and special language teaching through the education system and especially in higher education is a widely debated issue in present day Hungary as it is one of the most crucial elements in matching graduates' learning outcomes with employment requirements. Young and old professionals with even the highest qualifications have to accept the fact that they are at a disadvantage if they cannot speak at least one foreign language on a sufficient level. With English now considered a basic skill in the globalised world of work, only the knowledge of at least another foreign language makes the real difference when it comes to improving our career chances. For a long time the view has been held that success with language learning mainly depends on our cognitive abilities. However, research findings have proved that the role of emotions and experiences are at least as important if not more. Learning foreign languages in adulthood while one has to meet both work and family responsibilities requires an extremely huge effort. What are the main factors that can contribute to a successful language learning experience? How can language teachers in general and higher education courses help students develop and maintain a positive attitude to learning languages which will facilitate their lifelong language learning process? What challenges do language teachers face in adult language courses? In my research I would like to examine and identify some of the most typical factors that influence people's language learning attitudes and results, e.g. the language teacher's personality and methods, the learners' skills and motivations, group dynamics, the learning materials and the learning environment itself, etc. What lies behind so many successful and less successful language learning stories? In my presentation, referring to the related professional literature, I intend to show some research findings based on interviews made with higher education adult learners of different ages about their language learning experiences.

Analysing ESP Texts, but How?

Natalia BORZA

(Pázmány Péter Catholic University, Piliscsaba, Hungary)

In a bilingual secondary school in Hungary, 9th grade secondary students receive an intensive English language program, which makes them prepared for their further academic studies in English. The language preparatory year contains sixteen hours of general English classes and four hours of English for specific purposes (ESP) classes a week. The ESP classes include core academic subjects, such as history, geography, maths and physics. Although students in the 10th grade find studying biology in English rather challenging, biology ESP is not provided for them in the 9th grade. As a teacher of general English instructing in the language preparatory year, my interest arouse in gaining information about what my students need to know in terms of English in order for them to handle biology texts successfully in the 10th grade. No handbook of English applied linguistics gives recommendations as to which major text analytical approach to follow in the secondary environment, thus the present theoretical research aims to address this lacuna. Respectively, the purpose of this pedagogically motivated theoretical paper is to investigate two major approaches of ESP text analysis, the register and the genre analysis, with the aim of finding the more suitable one for exploring the language use of secondary school biology texts from the point of view of an English as a second language teacher. Comparing and contrasting the merits and limitations of the two contrastive approaches allows for a better understanding of the nature of the two different perspectives of text analysis. The study examines the goals, the scope of analysis, and the achievements of the register perspective and those of the genre approach. The paper also investigates and describes in detail the starkly different methods of ESP text analysis applied by the two perspectives. Discovering text analysis from a theoretical and methodological angle supports the practical aspect of English teaching with regard to making an informed choice when setting out to analyse texts in English. The literature shows that the register perspective yields more readily applicable data of text analysis for teachers of English instructing in a pre-college environment. Besides teachers working in bilingual secondary school, the results of the study are also useful for teachers instructing in international secondary schools where the language of education is English.

The Role of Metacognition in Teaching

Adela BRADEA

(University of Oradea, Oradea, Romania)

Postmodern education aims as desideratum the forming of beings capable of judging. In this regard, learning means doubting, criticizing. Metacognitive training facilitates the approach whereby the students are taught how to learn, how to process the information, how to think independently and efficiently. But, metacognitive knowledge, which is knowledge about one's own way of thinking, of understanding, and of learning, must be doubled by a metacognitive behavior, which aims at the strategies and the abilities used to plan, to organize, and to adjust one's own learning activities. This case study aims, on one side, the assessment of teachers' opinions about awareness the role of metacognitive strategies in teaching, on the other side, the development and valorization, by those teachers, the metacognitive strategies toward students, for the purpose of need to make performance. The research was conducted within primary and secondary educational institutions from Bihor county, Romania. The instruments used were: self-report instrument *Teachers' Metacognitive Awareness Inventory (TMAI)* - for teachers; a questionnaire with 15 multiple-choice items for the students. The results of the research shows an existing discrepancy between theory of metacognitive strategies and applying them in didactic activities.

The Role of Dual Vocational Training in the Changed Economic Environment

Gábor BUDAI

(University of Pécs, Pécs, Hungary)

Observing the legal background of the Hungarian vocational training during the last two decades, constant changes of its feature can be seen, however the series of reforms couldn't have achieved their purpose yet. While the economic stakeholders of the '90s could expect mainly well-trained labor, nowadays vocational training get more and more criticism, because of the graduates' professional competence. Those who complete the vocational education and training (VET) programme are getting further away from the labor market needs in terms of composition and content as well which cause shortage on the employers' side. The expansion of education can be seen as more and more students directed to one of the upper secondary education: the academic track (Gymnasium) and the vocational track (Vocational secondary school). Contrast this, skilled workers' career has loss of reputation due to the blue-collar workers' relatively low status. One hand shortage of laborer has been evolving in some industries (e.g. construction, mechanical engineering) but on the other hand more and more students have obtained qualification without any kind of labor market demand. In my research I examine the factors which responsible for the present situation. The dual vocational training is also presented as a solution of the education policy.

The vocational training is closely linked to the surrounding economic environment. The increasingly technological development should be followed by the training workshops in point of their facilities and trainer staff. The vocational training is a public task as it is part of the educational system, so the support of the development involving central and local state decision-makers. The other important dimension of the economic environment is the financial position and prospects of the participants of the educational system – e.g. the students and their families, professionals in education - which can influence their scope. Decision of schooling is directly affected by the evolution of demographic factors, as well as the differences between regions. All of this is embedded into a complex social process with long-term potential and the effect caused by the combination of hard and soft social factors. The part of the cultural context is also that social opinion as the parties how to shape their opinion about the current education system.

The Social and Economic Position of Career Counseling

Imola CSEH PAPP
(Szent István University, Gödöllő, Hungary)

In my study I intend to discuss, the need for career guidance in the light of the Hungarian labour market; the role of education in economy and the relationship between education and the current state of Hungarian labour market.

Education became one of the largest sub-system of modern societies in the past century. The role of education is no longer interpreted only as the conveyor of culture, knowledge and values, but it is also attributed a significant role in its contribution to economic development and the promotion of social integration. The development of the theory of the human capital is associated with Theodore W. Schulz. According to his presumptions, the people make investments through education and training that increase their ability to produce, their productivity and thus the market value of their work.

One of the most important endeavors of employment policy is to establish stronger harmony between training and employment. The key for the reduction of unemployment is that training should better serve labour market demands.

Career counseling is creating a special connection between education and labour market. On the basis on survey experiences, it seems that the young people have unrealistic conception about the labour market, when they finish the school. Career counseling assists to avoid that big difference or gap between the expectations and labour market realities. The optimal situation would be if schools knew up-to-date, current requirements of the labour market and what professionals to train. This can help the counselor. The role of career counselor in both secondary and higher education is to informing young people about the actual conditions of the labour market.

The evaluation of the situation, good suggestions, attempts are urgent because education is an issue that directly determines the country's future and prospect. We believe that graduates of Career Counseling Bachelor's Degree will have good opportunities on the labour market.

**A Methodological Approach
to Developing Early-age Functional Thinking**
Veselin MIĆANOVIĆ, Dijana VUČKOVIĆ, Tatjana NOVOVIĆ
(University of Montenegro, Nikšić, Montenegro)

This work analyses some important assumptions concerning the development of early-age functional thinking. Some recent scientific results on the capacity of child's brain undoubtedly indicate the fact that the experience that children receive on a daily basis, the way they receive and respond to the outside impressions and the stimuli to which they react shape their brain and influence the development of their general personality. A continuous fight for dominance takes place among the brain neurons, the result of which is creating the new connections between active neurons and new brain controls. The principal intention of the author is to stress the importance of a correct approach to an early-age development at the point of which the most intense development of the brain cells takes place and the paths for the total development of personality are traced out. The goal of this work is to stress that the total cognitive development is conditioned by developing thinking at an early age. Therefore, the way we stimulate child's functional thinking at an early pre-school age is extremely important and requires a more serious approach.

The roles of parents and teachers in the development of functional thinking in early age children are quite complex and complementary, because they are the ones who spend the most time with the children during the period of their most intense development. Their work is very demanding and responsible, and must be based on continuous monitoring of the child's development. The children of early age behave like explorers, they frequently ask questions, combine and reveal, having all forms of intellectual activities represented in such processes.

Necessity of Organizing Primary School Art Classes in Art Museums and Galleries

Miloš ĐORĐEVIĆ

(Faculty of Education in Jagodina, University of Kragujevac, Jagodina, Serbia)

This paper is based as platform for research of optional learning resources and materials in settings of educational system in Republic of Serbia. Conceptual framework of the primary school education program for Fine Art subject, in lower classes (of mentioned school system), is carried through various organizational forms of teaching. Most of them involve work within classroom, depending on included curriculum topic. While there are many ways in which a scientific approach to teaching is important, too much emphasis on the science of teaching depersonalizes the teaching and learning process, and this does have certain ethical consequences. On the other hand, it is indicative that information, provided in different kind of circumstances rather exclusively in school classrooms, have much deeper impact on children and on the ways they receive and comprehend information. Most efficient, as proven in practice, are methods which put children in adequate active position during learning process. In case of Fine Art subject that would certainly be organized visits to art museum, art galleries and art studios.

Engaging with various artworks, children can evaluate content presented in diverse media and formats, visually as well as in words. Therefore, learning is appearing as a process in which concepts and knowledge are derived from experience. This sort of learning is called active learning because it involves acting on available information - including information from one's own thoughts, feelings, and impressions - in order to form new ideas. Indeed, such situations can influence both, the form of learning that takes place and gained knowledge, as much, if not more, than the standard teaching method employed (in classrooms). Art museums, galleries and art studios as informal learning settings, can invite children to become engaged in exhibits and activities and can result with more complete understanding of art as profession and phenomena. None the less, while standard teaching methods and learning environment can provide rational and correctly prepared information through proper didactic means, aforementioned surrounding can provide valuable details lacking in "classroom type" education.

It is suggested that promoting and adding art museums (art galleries and studios) to the traditional educational settings of school has significant singular and collective contribution to development of young children not just of their artistic skills and interests, but, as emancipatory factor, of their complete personality as well.

Using Interactive Board and Communication in Teaching English at Lower-Secondary Stage of Elementary School. Research Results

Alena DOBROVOLNÁ

(Masaryk University, Brno, Czech Republic)

In last decades there has been an enormous increase in using technology in education. New modern devices developed for different spheres have found their usage in schools and very often have been still raising lots of controversial opinions and questions. Probably the most discussed one is if technology helps to improve the quality of educational process. If so, in what ways? Many Czech schools have spent large sums of money for equipping their classrooms with interactive boards. Can these help in teaching English and developing the learners' communicative competence to fulfil the goal stated in the Framework Educational Programme (2007)?

The contribution brings the first results of the research. It describes the process and results of the research on using interactive boards in teaching English at lower-secondary stage of elementary schools. The research focused on ways of using this modern device, on types of interaction and mainly tried to find out whether there is sufficient space for developing communicative competence.

Hungarian Model for the Assessment and Validation of Learning Outcomes Acquired in Non-formal Learning Environment

Éva FARKAS

(University of Szeged, Szeged, Hungary)

In my presentation I shall provide an overview on the results of my research activities which I am performing between September 2013 and August 2014. The aim of this research activity is to methodologically examine the validation and recognition of the learning outcomes acquired in non-formal environment and to elaborate standards and a model of measurement and assessment in the sector of adult learning.

Validation of knowledge acquired outside the formal school system has become a primary issue in the area of education development. In a communication document on 5 September 2012 the European Commission urges the EU Member States to recognise skills acquired outside the school system.

In Hungary today several strategic documents contain that it is necessary to recognise the knowledge people acquired previously however there has been no significant progress in this area.

During the course of my research period I have focused on the following areas: I have summarised the legal and regulatory situation at strategic level in Hungary and the EU regarding the validation of knowledge acquired non-formally.

- I have examined practices performed in foreign countries (in France, Spain and Rumania) in order to collect usable and good practices.
- I have interviewed stake holders representing institutions, which participate in the operation of various components of the educational system.
- I have elaborated a methodology necessary for the validation procedure of learning outcomes acquired in non-formal environment. Learning outcome is a new concept, which has not been used before in vocational and adult training terminology in Hungary. In this context what is stressed is what real knowledge, skills and competences such individuals possess regardless of where and how they acquired them. This means that the assessment of competences is not performed on the basis of the length of the period, location and especially not on the pedagogical methodologies, in other words on the input factors, but on the measurement of defined and expected learning outcomes.

The development and introduction of such a system at national level would encourage participation in life-long learning, would make training more attractive and would create a second chance for individuals. Regarding its social impact, the use of state resources would be more economical and the acquired competences would be transparent, employability would grow, and it would be easier to reach policy objectives.

Best Practice? The work of the Teacher Training Institute of the University of Debrecen (1924-1949)

Imre FENYŐ

(University of Debrecen, Debrecen, Hungary)

There are several aspects of the national and international researches dealing with the history of higher education that would be worth considering as a basic research. The institutions, acts and regulations, the development of science, the changes in education history could be seen as the centers of the researches known to us that are based on historical documents.

Our actual research project is constructed from several components, however, in the first place, it makes an attempt to reveal the effects and regional radiation of disciplinary and training centers, as well as the relation and synergy in educator training. Numerous studies, local publication and portrays were made about the educator training institutions and actors in the North Eastern region of Hungary, however, there are no overall analyses about the local and profession-immanent incentives of the expansion.

The region that is very often called semi-peripheral in the special literature has features that make it worth researching from a social and education historical point of view. The parallel existence and silent competition of the state and several church maintainers can be mentioned as one, as well as the complexity of the settlement structure and the colorful collective of autonomies. Their influence in education, in the period under examination could be traced, although with changing intensity.

Besides all these, the influence of the university in Debrecen on the training of educators and their trainers, as well as on the development of the pedagogical, academic environment and intellectuality could hardly be questioned.

We want to examine how the values (represented by the educational sciences) were realized among the colleagues of the teacher training intellectual center and the students, how they adopted and formed the approach, research and education principles? How did the pedagogical contents transmitted in teacher training reflect the commissions of maintainers and the special orientation of academic centers (professional radiation, idea expansion)? And finally: what kind of a personal and professional co-operational network could be detected among the teacher body of the training places (examination of synergies)?

Intercultural Education as an Imperative of Social Development

Ferit BAÇA

(University of Tirana, Tirana, Albania)

The imperative need of a social coexistence among different groups of people is the implementation of the intercultural education. In these circumstances, school is the most important place and factor for pupils and students as future citizens to take the first knowledge-based on society, life and coexistence in a given country. On the other hand, all social-cultural school courses should be reviewed in accordance with western visions which accelerates the pace towards a future world without borders, despite different races and cultures. Thus, the content of such courses, such as history, geography, drawing, music and literature should occupy more important new notions and information about intercultural education and it's role on a social development. Therefore, it is important for the given society, that all the schools' directors should pay more attentions on entertainments about cultural activities among pupils and students as future citizens.

The focus of this paper is the role and importance of intercultural education for the development of a social society.

Education in Elementary Schools in Transcarpathia (Czechoslovakian Period)

Oktaviia FIZESHI

(Mukachevo State University, Mukachevo, Ukraine)

The elementary school represents the social and cultural open system, in which both material and ideal elements connect. The elementary school at a certain stage of its development displays the objective reality, namely, a state of political, socio-economic, cultural development. In this school are displayed the requirements that are due to needs of the society of this or that historical period, of the methodological positions of pedagogical science, etc. As part of our investigation it is a very important definition, because education is a component of a social progress and the changes that occur in the society as a whole are inevitable in the education also. For example, on the development and functioning of the elementary school in Transcarpathian region in the different historical periods have affected all social changes, including politics, economics, culture. They are characteristic for different types of states: Austro-Hungarian monarchy, the Czechoslovak Republic, the Union of Soviet Socialist Republics, Ukraine. All these different state formations on form, content, values sequentially have been transformed on the territory of the modern Transcarpathia. They have led to systematic transformation of social life, and hence have led to transformation of the education.

The purpose of publishing – to analyze the development of the elementary school in Transcarpathia in the context of systemic educational transformation during the period of stay Transcarpathia in part of Czechoslovakia. And the culture of this region is based on the tolerant relationships between people of the different nationalities (over 30) who inhabit Transcarpathia. Should also be noted that during this period take place a big reformist activity of both the state and the public in the field of the elementary education. Priority directions are the national idea, providing instruction in mother tongue, the widespread use in the practice of the elementary school the advanced ideas of the European pedagogical science.

The objective historical and pedagogical analysis of the development of the elementary school and the subsequent creative use of its results into account of new requirements and opportunities of the state will make it possible to update and improve the qualitatively the software and methodical maintenance of the training process in the modern elementary school.

Creative Workshop as a Space for Subjective Development

Janina FLORCZYKIEWICZ

(Siedlce University of Natural Sciences and Humanities, Siedlce, Poland)

The article presents research on the effectiveness of the creative workshop based on fine art creation, in aiding subjective development. The creative workshop is situated on the border between art education and therapeutic art realized in the sphere of education (Józefowski, 2009, 2012). It takes freedom of choice, called for by Sternberg and Lubart (1995). The creative workshop fully satisfies the requirements set out for activities aimed at creativity development.

The pedagogical experiment was carried out according to a plan involving two groups (experimental and control group) with the initial and final assessment. The experimental variable was participation in the five-meeting creative workshop entitled "Deconstructions of identity". Ratios of the personal development were: creativity, self-knowledge and sense of identity.

The research involved 208 adult participants who were randomly divided into the two groups: experimental and control group. The discoveries made prove that the creative workshop activities are an area of subject development. The analysis of the research material makes it possible to formulate the following conclusions:

1. The experience resulting from the activities planned in the creativity workshop are conducive to creativity development.
2. The experience obtained in the creative workshop affect self-knowledge formation, especially bring about shaping self-esteem and increasing a sense of identity. The development of self-esteem occurs in the areas: moral self-acceptance and self-control.

Social Inequality and School Disadvantages

Mihály FÓNAI, Nóra BARNUCZ

(University of Debrecen, Debrecen, Hungary)

In our presentation we analyze two, closely coherent questions to each other. The social inequalities of them mean a more general and structural phenomenon, which reform the school disadvantages very much. Otherwise some elements of the school disadvantages do not ensue from the social inequalities.

The social inequalities appear in several dimensions of inequalities, for example income, power, prestige and knowledge ones. The social inequalities result the social stratification in some areas. One of their features is the reproduction of the inequalities. Its specific area is the school, the education – the function of the school systems contribute to the reproduction of the established structures. However, the school system itself is the tool and its area of the social capital.

The formation and the reproduction of the school disadvantages join the social inequalities in part. Otherwise numerous processes are able to reduce the disadvantages arising from the inequalities effectively and some parts of these are in coherent relationship with the function of the school systems, the other parts of these arise from the processes reducing the effect of the inequalities for example from the function of the social capital. The school system itself is able to reduce not only the inequalities but also the disadvantages of the integration education, the inclusive learning and the tools of the pedagogy.

Another group of the school disadvantages consist of learning, integration disabilities, behaviour, learning problems and difficulties in learning. In the case of some parts of these problems also arise from social inequalities.

The social inequalities and the school disadvantages often present in repeating the classes, dropout from the school. Special differences develop in the school ways of life, successes and failures in the school. Some parts of these present in the language trainings, not only in the use of the communication codes but also in the result of the acquirement of the foreign languages. Based on the researches dealing with this topic we expect that in our own studies the inequalities explanations present partly, for example the parents' qualifications and social capital. In the area of ICT we expect the effect of the compensation processes in the results of our studies. In the possession of the ICT tools we expect partly the effect of inequalities, while in the way of their usage - referring to the culture of the youth – we expect the emergence of the compensation processes.

Developmental E-bibliotherapy, a New Method in the Light of a Pilot Study

Enikő GULYÁS

(Eszterházy Károly College, Eger, Hungary)

Although numerous studies have described the use of bibliotherapy in school environment (Gavigan 2012, Sanacore 2012), in Hungary this method is only used in libraries. Its propagation in the education system is yet to come, despite the Hungarians' poor performance in the print reading and digital reading literacy components of PISA surveys.

Developmental bibliotherapy has to respond to the transformed learning environment and consider the significance of technological changes for young people. As using new tools has become a routine for a number of students, it is vital to interconnect it with bibliotherapy. As a result of the interconnection between developmental bibliotherapy and digital tools, e-bibliotherapy has emerged, aiming at developing the digital competences of the K-12 age group and provoking their personal interactions. In addition, e-bibliotherapy develops participants' self-assessment, increases the number of their human relations, improves their skills in conflict resolution, creative problem solving, textual analysis and critical thinking, moreover, it may also help overcome the pressing problems of the Robinson-effect. Eszterházy Károly College Training School and Elementary Arts Institution was the first on an international scale to introduce the use of iPads in bibliotherapy sessions, where the BYOD method was put into practice. Four e-bibliotherapy sessions were held with the participation of 6th former students (N=11, out of which girls=3, boys=8).

In order to detect changes, we used Coopersmith and Thomas Kilman tests as well as emotional attitude measuring scales. Their findings are being processed at present, but in my presentation I am going to give a detailed analysis on them and summarize the experiences of the pilot research. The videos of the sessions and the students' interactions were analysed by Noldus Observer XT software for behavioural analysis. All 11 students participating in the control group got acquainted with the same pieces of work but with certain modifications in their interpretation. Our primary objective was to develop the method and strengthen its efficiency. As a result of the experiences gained during the sessions, we managed to develop this method to be successfully applicable.

Do Young Learners Exploit the Same Learning Strategies as Adults?

Ivana HROZKOVÁ

(Masaryk University, Brno, Czech Republic)

Learning strategies are considered to be one of the key factors affecting the learning process, its effectiveness and study results. They are important for lifelong learning of foreign languages and as a learning skill they represent a priority in the process of European globalization and integration. Moreover, learner strategies as a foreign language didactical concept constitute the core of the competence to learn and thus creating enough opportunities for primary pupils to acquire learner strategies is crucial as they acquire steps towards an effective process of learning through planning their work and self-evaluation.

The paper aims to show the ways of collecting data from young learners using different methods, to outline the learning strategies young learners exploit, and to point out the differences in learning strategy use between young learners, adolescents and adults. The differences are on the ground of cognitive and emotional development. The results show that young learners employ learning strategies mentioned in literature (Oxford, 1990) but also strategies typical for this age. Thus, young learners' preferences in learning strategy use should be taken into consideration and learning strategy taxonomy will require further elaboration.

The teacher should understand learner strategies as a means to enhance and improve the process of learning. Therefore the facilitation of learner strategies is understood as an integral part of the process of teaching and learning in which the teacher creates enough opportunities for learners to acquire learner strategies through their implementation into the foreign language curriculum.

The Mission of Greek Catholic Schools in the Most Disadvantaged Micro-regions

Ágnes INÁNTSY-PAP

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In the XX. century Vatican synod II. brought the most vigorous approach forming in the educational view of the Catholic Church. According to the moral of the documents of the synod, the Catholic Church should rather turn towards the external world, too. This encouragement and fact contributed to the fact that the mission of the Catholic schools also changed a lot. The aim was not only to educate the Catholic young, but also a much wider target group, and primarily not apologetics became the aim, but to help the poor and marginalized groups. Catechesis turned into a moral and faith laying instruction with a big emphasis on evangelisation, community, education with a holistic view and on prayer. The schools continually pledged themselves into the direction of social justice and service.

Because of the complex contact system of the Catholic school system, its function and mode of action, the comparison of the educational and upbringing institutions is not easy. Greely, in his work *Catholic Schools in a Declining Church* marks 5 arguments beside the research of Catholic schools:

- a. in these institutions it is possible to examine those circumstances efficiently along which value-oriented education becomes efficient
- b. the alternatives of state education
- c. it is possible to examine those circumstances efficiently which help specific aims to realize or not
- d. such a transmission of values can come true to which the family and mass communication may belong.
- e. they are the participants and topics of debates very often

According to the data of the population census in 2011, the Greek Catholic Church has 179.176 believers who live mainly in the northern and eastern parts of the country, (Borsod-Abaúj-Zemplén county and Szabolcs-Szatmár-Bereg county), in the most disadvantaged micro-regions, therefore in the mission formulated by the heads of the Greek Catholic Church the underprivileged children's closing up is the most preferable area of the maintainer from the beginning and continuously. My research started taking these facts as a starting point in the following 2 points:

- social expectations - the contact of religion and education
- mission of Greek Catholic schools in the most disadvantaged micro-regions.

Pedagogical Aspect of Voluntary School Work. Following Studies

Erzsébet Mária JÁRMAI, Ildiko PALÁNYI ZSUPANEKNÉ

**(Budapest Business School, Zalaegerszeg College of Business Administration,
Zalaegerszeg, Hungary)**

Economic importance of the voluntary work has been exceedingly appreciated in the last few decades. This is not surprising at all, because it is highly profitable according to the related estimated data. There are 115,9 million people do voluntary work only in Europe, which means that they would create the world`s 7th biggest economy with EUR 282 billion value creation if they formed an individual state. The organizations know that voluntary work has several advantages apart from the economic benefits. It is profitable both for the society and for the individuals as well. Several researches have proven that voluntary work positively influences the development of the personality, because the key-competencies – such as: co-operation, empathy, solidarity, conflict handling, problem solving etc. – expected in the labor market can be improved.

In Hungary mainly the elder people have done voluntary work in the past 20 years. Adults who were students before the change of the political system, they often accomplished voluntary work for instance in agriculture. These people remember its nice, community forming environment rather than the straining work. Big multinational companies organize trainings with voluntary work as well, and they use it as the tool of developing the organizational culture with the aim of team building and personal improvements.

Several experts have acknowledged the positive effects of voluntary work and they try to create a new point of view in case of the new generation also with the help of legislation. From 2016 only those students can receive their high school graduation certificates, who participate in 50 hours of „community service” as voluntary work.

The current presentation introduces the results of a two sampling primer research and its analysis from pedagogical aspects. The method of the research was questionnaires made completed by high school and college students in May-June 2013 in County Zala in Hungary.

The aim of the research was to find out what the youth think about voluntary work and „community service”. The results also show if there is any difference between the thoughts, motivation of the high school students and of the college students, and also what kind of experiences were gained by those who have performed voluntary work.

Creative Workshop as a Form of Contemporary Art and a Space for Subjective Development

Eugeniusz Andrzej JÓZEFOWSKI

(The Eugeniusz Geppert Academy of Art and Design in Wrocław, Wrocław, Poland)

The article presents the original concept of the Author's creative workshop which is treated as an art form and the method of education. It contains a presentation of the structure of the original workshop developed by the Author in the context of multi-layered relations occurring in the interconnected areas of art and education leading to subjective development.

The original concept of creative workshop, continuously developed by the Author in the practical implementations for over 20 years has been characterized by a concentration on the subjective experience, based on polysensory and mental experience of the artistic situation. The workshop is treated by the Author as an art form dating back to the premises of the avant-garde (here the term "avant-garde" is broadly used to denote innovative artistic activity), and contained in the current of its post-avant-garde manifestations. It takes into consideration the demand for personalization of art, which causes the rejection of the rigor of the work imposed by the artistic structure that is defined by the technique. The essence of art becomes a functional relation between the main participants of the aesthetic events – the creative artist, the viewer, and the subject matter, a relation consisting in the experience of art. Their functions intertwine, creating an aesthetical field (Berleant 2007).

The presented notion of the creative workshop is firmly set in the concept of education through art, it appeals to the educational, cathartic and hedonist function of artistic creation.

Self-directed Learning and Learners' Autonomy in Language Learning

Krisztián KELEMEN

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Similarly to self-access, learning training began life as a mechanism to support self-directed learning. In order to carry out effective self-directed learning, adult learners would need to develop skills related to self-management, self-monitoring and self-assessment. Learners who have always been accustomed to teacher centered education would also need to be psychologically prepared for more learner centered modes of learning. Teaching learners how to carry out self-directed learning would be counterproductive since learning would by definition no longer be self-directed. Instead learners need to train themselves. Although learners might draw on the support of counselors, teachers or other learners, the important thing about learner training has ever been that it should be based on the practice of self directed learning itself.

In the course of its evolution the concept of autonomy has become part of the mainstream of research and practice within the field of language education, which is partly due to the reported success of numerous projects associated with autonomy and the efforts of those who advocate autonomy as a goal of education to promote their ideas. It would be a mistake to assume that autonomy, though, has entered the mainstream of language education independently of social and economic factors that have made language educators and those who fund their work more open to the practices associated with it.

Communicative teaching, learner-centeredness and autonomy commonly share a focus on the learner, since it is the key agent in the learning process and several prominent researchers in the fields of communicative language teaching and learner centered practice have incorporated the idea of autonomy in their work. Thus it seems to be inevitable to ignore its importance in a classroom with adult learners where some of the participants might have difficulty getting their way back to the classroom where they would last sit decades ago.

In my presentation I aim to cast light upon some of the mainstream ideas and researches on self-directed learning and I would like to elaborate on the importance of raising learners' awareness of being (and how to be) more reflective on their learning habits. I have carried out a survey with adult learners on the key factors of effectiveness when it comes to becoming more independent in the learning practices. With the results I would like to fill in my audience on the significance of self-assessment and self-management in the process of being an autonomous learner. There are many ways to make students more self-reflective and more independent both inside and outside the classroom. The key to successful learning is to be aware of the new modes of learning and applying a more modern approach to learning.

Re-considering Global Citizenship Education in Lifelong Learning Perspective

Jinhee KIM

(Korean Educational Development Institute, Seoul, Republic of Korea)

The purpose of this study is to re-consider global citizenship education(GCE) for peace and cooperation in lifelong education perspective. The notion of 'global citizenship' is contested and multi-layered. It also has recently gained prominence in global development discourses in Post 2015 education agenda through a declaration of United Nations' Global Education First Initiative(GEFI) in 2012. However, the researcher attempts to explore GCE in the field of lifelong learning; who are global citizens, learning domain of GCE and how can we promote GCE in formal, non-formal and informal sector including the most marginalised groups. This study espoused different research methods using an extensive literature review, semi-structured in-depth interviews with focus groups. It can produce a critical implication to reshape GCE theory and practice.

What Makes (or not) a College Student Want to Learn a Foreign language? Revisiting the Concept of Motivation

Natália KISS, István ANDRÁS

(College of Dunaújváros, Dunaújváros, Hungary)

The College of Dunaújváros launched a project in 2012 with the aims of improving students' general and ESP English (English for Specific Purposes) by offering them free language courses, English courses on presentation and negotiation techniques, and finally the possibility to take part in lessons they are specialised in (e.g. mechanical engineering, IT etc.) in English. Companies from the labour market have been involved as well to tailor the content of the courses to the needs and expectations.

As for the background of the project it can be told that every year around 35-40% of the graduate students do not get their degrees because they do not meet the state requirement of having at least one foreign language exam at the intermediate level. Even if this tendency seems very slowly to improve, the fact is that employers generally are not satisfied with the freshly graduates' level of foreign language knowledge and the labour market cries out for experts; engineers, information technologists, managers etc. who can speak at least one or two or three languages.

Being aware of these above, when designing the project, we thoroughly planned the stages of developing students' language skills and competencies, did a study on their needs and wishes, and after winning the grant the project started.

The first shock came when we realised that there are not enough volunteers to take part in this challenge. The problem was solved by launching the general English course to the first year students the following year. The second shock we faced was when some of them, irrespective of their age, did not want this privilege and tried every possible way to skip the lessons.

This presentation goes back to the roots of language learning motivation theories and with the help of an online survey and interviews tries to find answers to the question of „What makes (or not) a college student want to learn a foreign language?”

Student Initiative in the Classroom as a Prerequisite for the Development of University Education System

Emina KOPAS-VUKASINOVIC

(Faculty of Education University of Kragujevac, Jagodina, Serbia)

This paper discusses the problem of engaging students in teaching activities. Their initiative is an indicator of the quality of university teaching and teacher competencies. The starting point of the study is a model of effective relationship between teachers and learners (students), created by Thomas Gordon. The aim of this study was to determine the attitudes of students towards their initiative in the classroom, which determines the quality of acquired knowledge and the possibility of its implementation in practice. The study sample comprised students of the Faculty of Education, University of Kragujevac, Jagodina (N=120), who were interviewed in organized focus groups. Their answers were divided into three categories, in relation to the subject of study: a) quality of cooperation between students and teachers as a determinant of student initiative; b) conditions for the student initiative in the classroom; c) teacher competencies that encourage student initiative. The study results confirmed that students recognize the teacher as the main factor that encourages their initiative in teaching activities. Their good cooperation can encourage students to engage, research and express creatively. In addition, students recognize the creative potential of teachers as the competence with which it is possible to encourage student initiative.

Experiential Learning: A Bridge between Mathematics and Real Life in Mass Higher Education

Nárcisz KULCSÁR

(Széchenyi István University, Győr, Hungary)

Nowadays all over Europe higher education faces the problems of mass education. The growth of participation has a strong impact on tertiary education from the nano (individual) level to the supra (international) level. Higher education tried to react to these changes with new organizational methods, curriculums, pedagogical and andragogical methods. In contrast with elite higher education the relationship between professor and student became subordinated in mass higher education. New mediators appeared which can be technical devices, computers and internet.

Teaching natural sciences especially physics, chemistry and mathematics faces problems, interest of students turns away from these sciences. In engineering education in higher education mathematics is a basic course in which students do not like immerse deeply. Teachers struggle with this problem day by day and they think they do not have enough impact on students because of mass education (300-400 students in a course). Is there any way to recapture their interest in mathematics? A possible way could be experience-based teaching.

In my presentation I would like to present some possibilities how can be experiential teaching used in mass higher education, what kind of elements of experiences can be utilized in mathematics, what kind of technical mediators can help teachers to illustrate mathematical problems, what is the role of visualization in calculus, how can we make relations between an abstract science and real world. Through experiential learning not only algorithmic thinking but heuristic thinking can be improved as well which is more useful to solve technical problems.

A General Overview of People Living with Disabilities in Post-Communist Countries in the 21st Century with a Focus on Education and Training

Ildikó LAKI

(University of Szeged, Szeged, Hungary)

In my paper I outline the legal framework regarding people living with disabilities in post-communist countries, as well as the most significant public service relevant to them, the existing educational and training systems. Following the regime change in the post-communist countries, primarily due to new and revamped policies in this field, radical changes have occurred. The varied legal regulations, initiatives for integration, and creation of legitimate labour market presence for the disabled, however, did not translate to a uniform state of affairs in the involved countries. In reality in the past 25 years post-communist countries either at best partially or did not at all delineated, approved, and implemented their disability policies. The results achieved on the societal level also show a rather uneven character, which can be attributed to diverse historical antecedents. Certainly, this does not imply that in specific areas there have not been meaningful positive developments. For this reason in my summary I intend to place a special emphasis on the positive acts which manifested in the field of education and training; since, in a sense, they function as building blocks in the enhancement in the quality of life for the disabled. Additionally, I will describe the existing good practices as they represent positive steps forward and serve as examples in educational methods that can be adapted to the educational systems of the individual countries.

The main question of my paper is to investigate what goals did post-communist countries set to boost the life conditions of the disabled and what means are at their disposal and how they are able to utilize and apply them. Furthermore, how education is used as an integration tool and how segregation is tackled and inclusion realized in these countries.

Trend of Inclusive Education in Central Europe

Irena LEHOCKÁ, Renáta POLAKOVIČOVÁ

(Constantine the Philosopher University in Nitra, Nitra, Slovakia)

The paper is input into the issue of pupil diversity, which should not be presented in the actual Central European educational area as a disturbing factor, but rather as a positive value. Central European countries, namely countries of the former communist block (Slovak Republic, Czech Republic, Hungary and Poland), after a long period of institutionalization of care for children with disabilities, accepted in the last two decades the philosophy of inclusive education in theory and practice. Inclusive education is a trend that will take a long time, probably. Therefore, it is the current theme, hot topic. The aim of this paper is to define the essence of the inclusive education, its background and perspective. The paper explains the philosophy of inclusive education and the legislative forms of common learning disabled pupils and intact pupils in ordinary school facilities in Central Europe, with a focus on the situation in the Slovak Republic. We analyze the laws that were the inspiration for teaching laws around the world (EHA, IDEA), we are focus on their reflection in the Slovak Education Law and on the other laws on education and training in other Central European countries. The aim of this paper is highlight the different views of experts on this issue, either they agree to abolish special schools and education of pupils with special needs in mainstream schools or they are in favor of a compromise solution. In the end of the article, we define the objectives, assumptions and principles of inclusion in educational practice. The major challenge is to ensure that the inclusive education is available to all, everywhere and always, and accept the individuality of man in all spheres of life.

Development Oriented Teachers' Evaluation for Hungarian Waldorf/Steiner Schools

Andrea LISZKA

(Waldorf House Pedagogical Service Center, Budapest, Hungary)

In 2013 a new teachers' assessment system was introduced in Hungary by the educational government. It has two components, one is a new career model for the educators including a qualification system and the other is the new school inspection system. These assessments are basically summative and thus against the main principles of Waldorf/Steiner Education.

For Steiner educators both internal and external evaluation are essential tools of development, but these tools should be in harmony with the principles. So we must look for those evaluating methods which can meet the newest professional requirements and support the development of Steiner education in the same time.

In Berlin region (Germany) there is a good practice for Waldorf/Steiner Kindergartens – invented by Confidentia¹ – for evaluating the realization of Early Childhood Curriculum. This evaluation method suitable for the state requirement and the Steiner education in the same time.

During the last two years I had possibility to get familiar with this evaluational method, which fulfills all the normative requirements for competence and independence, and consciously working with the formative forces of the organization, supporting its capacity for achievement and development, thereby maintaining its health, using new ways of auditing and certificating.

In my presentation I would like to introduce this new evaluational method in the light of the Hungarian situation and to look ahead to the possibility of inventing a similar method for the Hungarian Waldorf/Steiner Schools.

¹ Confidentia - Association for the advancement of organisational self-regulation - is a Swiss share company, officially authorised by the Swiss Accreditation Service SAS to audit and certificate management systems based on Ways to Quality.

The Evolution of Emotional Intelligence in Prisoners through Scientifically Validated Therapeutic Programs

Laurențiu MÂNDREA

(University of Oradea, Oradea, Romania)

Through this study I aimed at elaborating and validating an activation and evolution of emotional intelligence program in prisoners, in the context of aggressiveness reduction implementation strategies in the Romanian prison environment. 81 prisoners from Oradea Penitentiary, convicted for various felonies, structured in 2 lots: the control lot (43 prisoners) and the experimental lot (38 prisoners) took part in the validation of this program. The experimental lot took part in the activation and evolution of emotional intelligence program for a period of 3 months with a frequency of 2 meetings per week.

Each lot was evaluated with the Bar On and Daniel Goleman emotional intelligence test for adults, adapted by Mihaela Roco, both at the beginning and completion of the program.

The results were very good, the difference between the experimental and control lots scores being strongly significant ($p=0.01$).

This program contributes to maintaining a healthy organizational climate, to facilitating a proper prisoner adaptation to the penitentiary environment, adaptation that influences the prisoners social reintegration process in a positive manner.

The School and the Outside World

Borbála MÁTHÉ

(Budapest Business School, Budapest, Hungary)

The teaching profession cannot be schematized and to provide uniformity, the basis of quality management in the teaching process is almost impossible. Teaching is a people to people profession and the personality, the capability and the circumstances (private and professional) of all parties (teachers, students, parents) alter the outcome. Moreover the effects are hard to detect and often appear delayed even after the school years.

In an ideal world only perfect and adaptive people with extensive subject knowledge should be employed as teachers. But how could it be decided who is suitable for the profession? The fact that our personality changes during our lifetime also makes it impossible to foretell who is going to be a good teacher and who is not. During the different life and career stages the teachers' personality changes, they face different challenges. Considering the above mentioned facts I intend to examine to what extent these affect the student – teacher relationship and the actual work in the classroom. For this aim I questioned undergraduate teachers, trainee teachers and their mentor teachers about success, failure, everyday life, happiness, personal tragedies, professional targets and private life goals.

Recently I have had the opportunity to participate in two extensive researches. One was about the professional concepts of the students of three Hungarian teacher training institutes (n: 153). The questions were aimed at the reasons why the students had chosen the teaching profession. I also asked about their future prospects and the ways of becoming a good teacher. The other research targeted trainee and mentor teachers about the interinfluence of their professional and private lives. The respondents (n: 150) honoured me with earnest answers about their everyday problems and happiness as well as about their career.

In my presentation I would like to highlight some of the most relevant findings of these two surveys.

Incitement the Development of Empathic Competencies in Children of Preschool Age

Radmila MILOVANOVIC

(Faculty of Education Studies University of Kragujevac, Jagodina, Serbia)

Empathic competencies represent the central question of the socially communicational competencies. Socially communicational competencies of the children are connected with their social adjustment, the position they have in the group, problems of loneliness, shyness, aggressiveness and other aspects of the development of the personality. Despite that, not enough attention is paid to them in the education of the future educators nor in the educational work. This research, which had the goal to examine empathic competencies of the educators, their attitudes on incitement of the development of the empathic competencies of the children, included 60 educators who continued specialization and master degrees at the Faculty of Pedagogical Sciences in Jagodina. The procedure of the research consisted of three phases. In the first phase evidence about the empathic competencies of the educators and their attitudes about the incitement of the development of the empathic competencies of the children are gathered. EMI scale of Genc, Mitrovic and Colovic was used for the estimation of the empathic competencies of the educators, while for the research of their attitudes, questionnaire constructed for the research needs was used. In the second phase the educators passed the training about the development of the empathic competencies of the children and in the final phase again research of the attitudes. The results point to the serious lack of competencies of the educators in the context of incitement of the development of the empathic competencies of the children and the necessity to pay more attention to this subject in the education of the students, future educators.

A Probationary Year

Béla MOLNÁR, Adrienn JÁRAY

(University of Western Hungary, Savaria Campus, Berzsenyi Dániel Teacher Training College, Szombathely, Hungary)

In 1950 a decree with legal force created institutes of training primary school teachers. It was the task of the institutes training primary school teachers to offer theoretical and practical formation for educators who are suitably qualified for the junior section (1st to 4th classes) of primary school and who are generally educated capable of going on for higher studies. After attending the institutes of training primary school teachers, students sat for a final exam. After the final exam they were employed in schools as paid practising primary school teachers for a year. At the end of the probationary year training was accomplished by sitting for a successful qualifying exam for primary school teachers. Institutes of training primary school teachers kept on lasting four years but the duration of training primary school teachers became a five-year period by inserting a probationary year.

First of all, it was a research strategy of analytic character which seemed to be appropriate for the investigation in the course of which sources, documents were analysed.

Besides the sources of archives, it seemed to be appropriate to complete the investigation with other pedagogical methods of research. From among the basic kinds of interview we applied a structural interview in order to explore the motives of the choice of profession, the attitude towards the training institute of primary school teachers, the opinions about the training. The sample offers a good representation about those graduated at a training institute of primary school teachers at a secondary level on the grounds of their social background and their going on for higher education.

The proportions and the amount of lessons provided for practical training did not change, they kept on having their conditions in syllabuses all the time. A new form of practical training was introduced from 1950: a probationary year. During this probationary year candidates could practise for a long time, in the meantime their work was helped with. It could have had a real value if candidates had not been left alone during their practice, they should have been in daily connection with their training institutes. Probationary year can be considered as an organic part of training primary school teachers, it functioned as a connected, individual, complex professional practice. In a hidden form it reduced the shortage of primary school teachers. In its realized form its professional value was small.

A Change of the Attitude

Diana MOLNAR

(Cité Scolaire Internationale, Lyon, France)

Strong integrity, or direct friendliness with personal involvement? What kind of approach leads to a more confident use of language - strong dictator like hierarchy or rather a peaceful and trusting milieu creates more confident and effective use of language?

It is safe to say that almost all integrity and power based approaches have failed to accomplish their duty- make kids love and dare to use a foreign language. I suggest a whole new approach. A friendly, reassuring, comforting and direct way of teaching with complete and utter acceptance and use of music, nursery rhymes and different "text" books. A way in which every mistake is welcome and close connection to the students personal interest are powerful assets to awake their personal interest in the chosen language and create motivation to his independent studies. Old and modern technologies, such easy panel-building rhymes and subtitled videos are both welcome in my proven to be effective teaching method amongst dramatized phonetics, and theatrical yet linguistically explained pronunciation exercises, personal conversations, jokes, life lessons, applied conversational panels and karaoke. The methods mentioned actually can help developing trust between 'master' and apprentice, language skills, ready to apply skills, the level of knowledge and love of language, courage, self-confidence, independence and a more peaceful ambiance in lessons.

In the past academic year I had five French and Chinese university students under close anthropological and pedagogical research - participating observation- as they were given private lessons by me a couple of times a week mostly for upcoming language exam preparations. The subjects needed a quick and effective help improving their speed of speech, enriching their vocabulary, raise their self-confidence, bring up their self-esteem. They all seemed to suffer from the same problems, they were lacking the same words. After careful and close observation and several freshly conducted studies, it is safe to say that these issues are due to their highly integrity based educational experiences with very little exposure of proper pronunciation or it is due to their teachers whom are not yet equipped with theatrical and drama used speech developing exercises/methods about how to help their students pronounce properly English words. However in Hungary we face almost the same issues regarding the lack of confidence in use of language. I noticed similarities in their vocabulary, their difficulties of pronunciation, their lack of confidence, their lack of trust in their own skills and knowledge. These issues seem to appear amongst English as a second language learners. My suggestion is to train language teachers to be more equipped with ready to apply friendlier methods that can both help them be more effective and helps the student to be more confident instead of feeling as little a possible in a presence of a big angry and angry never happy giant?!

(Compulsory) Book Reading at School and within Leisure Time

Slavica PAVLOVIĆ

(Faculty of Science and Education, University of Mostar, Mostar, Bosnia-Herzegovina)

The book, we used to know it, seems to be less important in contemporary knowledge society, particularly when regarding the youth. There could be different reasons, for such a neglected position of the book in modern times, depending on micro-, meso- and macrosystems: family, education, society, digital era, culture and other relevant milieus. This paper deals with the attitudes of the secondary school students towards compulsory book reading at school, being the integral part of subject *the Croat language and literature*, and its possible influence on their book (not-)reading in their leisure time. It is based on the survey research carried out through the five-point Likert scale in secondary schools in Mostar (Bosnia and Herzegovina), in the second half of 2013. The research was conducted on the convenience, stratified sample consisted of 260 secondary school students, attending the final class of grammar (130) and vocational school (130). The results obtained could give an *ad hoc* insight into the reading habits and book culture within the secondary school students' leisure time activities. It results that compulsory book reading has still been a boring and not so an interesting school task for both the strata of the research sample. Furthermore, it also results that compulsory book reading at school has a certain influence on decrease of book reading in the secondary school students' leisure time. However, some guidelines how to increase the students' interest in compulsory book reading at (secondary) school, as well as how to promote and improve the book reading culture within their leisure time, are given in this paper.

The Mapping of Formal Education Participation and Foreign Language Knowledge of a Teacher's Staff in a Primary School in Budapest

Attila Pivók

(Újlaki Primary School, Budapest, Hungary)

I would like to present what role the teachers take in building a personal learning network. In the 21st century teachers should lead and show an example to students how to learn and in this way they should strengthen the commitment towards learning.

In the new interpretation of learning where teachers put more emphasis, on the traditional – but unfortunately wrong – conception according to which the learning process can be considered finished between the ages of 14 and 23 or the new conception which claims that the formal education can help in preparing for the life-long learning.

From the formal and non-formal learning, in this paper I would like to present how much the teachers in the given school participate in the formal education as learners. For this I will use the analysis of official documents of the teacher staff, for example the diplomas and other certificates. I would like to map the different tendencies and how many percent of the teacher staff continued his/her studies after getting the first diploma. I would like to analyze the foreign language knowledge, although I can rely only on the language certificates, but I am sure that this data will provide interesting facts. Finally, I would like to see if there is any correlation between the formal education participation and foreign language knowledge.

The Role of Special Educators in the Artistic Perspective of the Inclusive Activity of Disabled Individuals

Ploch LESZEK

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A special educator is a crucial person in the process of creating an artistic, educational, supporting, inclusive environment for his or her pupils and, last but not least, an environment which will provide the meaning of their creative work. Bearing in mind versatile development towards inclusive activity concerning participation in the pupils' culture, a special educator has an appropriate possibility to abandon direct activities in favour of creating artificial conditions enriching developmental impulses, the right which he or she should immediately take advantage of due to a strong probability that elements of the segregation approach might occur, in place of creating a space leading to transformation of systems of inclusive artistic education, art theory, creative stimulation, art therapy and other unconventional forms and technologies.

A skilfully organized process of creative inclusion is consistently opposed to any attitudes which differentiate artists and disabled individuals who go in for art, an artificial division of artistic work (e.g. easier or more difficult) as well as a segregative division of different spheres of artistic life, simultaneously eliminating any limitations in free participation of his or her pupils in the widely comprehended culture and art. The process organized in this manner no longer involves any privileged individuals and groups, inequalities in the access to cultural goods and services, monopolization of art and culture, biased limiting pupils' special needs and making them impossible to be satisfied.

A special educator, in the perspective of inclusive artistic activity of disabled pupils, is an unprejudiced person, free from universally dominating stereotypes of thinking, and at the same time a deep believer into the idea of creating equal creative opportunities of the discussed group of pupils. He or she effectively protects his or her pupils so that they will have an active right to participation in a shaped creative process, according to universal rights in force and rules of the life of an artistic community. His or her activities are only an area where plans are fulfilled, though he or she is aware of the need to respect the accepted program, to prepare and select methods, forms, manners of affecting any conditions which come up.

Academic Optimism of Primary School Teachers

Carmen POPA, Laura BOCHIS, Valentin BLANDUL

(University of Oradea, Oradea, Romania)

The present unfolded study lays stress on the academic optimism of the teachers who work in the Primary Education System, in schools located in Bihor County. The tool we have used is the one proposed by Hoy, W. and his collaborators in 2005, named *Academic Optimism of Schools*; it comprises 30 items. In order to analyze the results, the exploratory factor analysis was done. According to it, three factors were extracted; we called them: academic orientation, trust/support and difficulties. The method we chose to extract the factors was the analysis of main components; the rotation of factors was made by using the *varimax* method. The comparative analysis of the results (N=181) according to the criteria: age, context of provenance, teaching experience, teaching expertise of the staff led to significant statistic results for teachers working in urban areas as compared to those doing their job in the rural ones, both in the global score ($t=-6,335$, $p<.001$, effect size=.394) and in the subscale, higher mean values were recorded in the case of teachers performing their job in cities. Significant statistic results were also recorded according to the age of teachers, thus between teachers aged from 30 to 40 and those from 41 to 50 there were differences in the level of academic orientation ($F(3,177)= 5,262$, $p=.002$) and in that of the academic optimism, the global score of the scale ($F(3,177)= 3,518$, $p=.016$). There were no significant statistic results either according to the experience, or according to the academic expertise of the teachers involved in the study.

The Theory of Multiple Intelligence: Application Possibilities in Teaching Music

Katarina STANOJEVIC

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Respecting diversity is one of the most important requirement of modern life and condition for effective functioning of the community. However, the truth is that we are not always willing to show respect to people whose preferences and behavior or levels of skill to perform some work differ from ours.

Introducing and encouraging manifestation of diversity is inconsistently carried out in the educational process as well. Organization and realization of the educational process and learning conditions in general are the same for all students. The use of the same one approach to teaching all students makes teaching less efficient and the quality of the acquired knowledge worse. Respecting for diversity in teaching and adapting of teaching process to individual abilities of students finds support in Howard Gardner's theory of multiple intelligences. Application of this theory concept in teaching represents a possible solution for avoiding the disadvantages of traditional teaching concept.

Although the educational perspectives of musical content and musical activities are often neglected in the classroom, with teaching music to students can be achieved a simultaneous and balanced development of all types of intelligence (according to first Gardner's classification). Therefore by encouraging all students to participate in music activities together we can ensure that same teaching content can be adapted and be "understandable" to students of different individual abilities and different preferences and motivation level. In this paper we will present some examples to how music, as universal tool, can engage all students in the classroom so they develop not only their musical abilities and musical skills, but also all types of inteligenes.

Digitized Children's Games from the Past in Function of the Realization of the Mathematics Curriculum in Primary Education

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Marina VASILEVA

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Cultural development of the modern society, scientific technological and technical level today is a challenge for teachers, where they should respect the traditional didactic principles in the implementation of the teaching process, but, in the same time to think how to convert modern trends in skills of 21st century skills that will be appropriate to the content and organization of contemporary teaching.

This paper analyzes the curriculum for mathematics First, Second and Third grade for nine years basic education in terms of the possibility of applying their performances within digitized children's games from the past, as future potential founding in learning through games. It is an innovative approach to the creative use of children's games last century and their digitization of modern ICT.

As Kinect and Xbox offer a way to respect the basic principles of didactic, to implement the same as Game Based Learning, where with physical activity offers students the option to digitize and already forgotten kids games as part of the cultural heritage of the world globally.²

The variety of games and their different rules, playground space, materials with which they play offering multidimensional approach in realization of the purpose of teaching almost all subjects, according to the ages and opportunities of the students and their individual development characteristics. Mathematics curriculum springs, based on the main laws of teaching that is significantly affect the overall teaching process in all components of its organization.

² <http://www.youtube.com/watch?v=J1zDfgv4qIk>

Revealing the Reasons for Students' Drop-out at the College of Dunaújváros

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In the strategy 'Europe 2020' EU claimed the aims to increase the ratio of graduates among 30-34-year old people, which means the expansion of the number of students in higher education as well as the decrease of dropouts. Although higher education drop-out could be detected in all countries, its rate is different. In Hungary, the risk of drop-out is an up-to-date problem, typical to the whole higher education. Despite its significance, not enough attention has been paid to this topic in the policy of higher education during the last years.

Since 2013, the College of Dunaújváros has put students' success in the focus. In 2014, the College has launched the project of Supporting Students' Success (HASIT). Several reasons leading to drop-out have been identified and the management with the staff has started to handle the problem. One step of this process was a survey, carried out in May and June 2014, among all the students who should finish their academic studies with a thesis and the final state exam in this semester according to their standard curriculum.

The sample (N=172) – about one third of the population – includes students from 30 different majors studying both as correspondence and full-time students. The academic results of three quarters are proved to be good or very good. Nevertheless 30% of the students cannot take their final state exam in the semester of acquiring university leaving certificate. As an explanation for this unsuccessful performance, most students claimed they could not take their all previous exams or write their academic thesis. In the background there are several reasons, the most significant ones are problems in the family and at the workplace, as well as the lack of enough information. The most important factors of the possible solutions regard thesis writing: starting earlier, getting more information, having more central consultations.

Many students work before and during their college studies. Although this has several advantages (gain work experience, build professional network, provide financial independence), this has some drawbacks considering students' academic career too: they often have worse results, could not finish their studies without overrunning or take the language exam.

As the number of students studying in higher education has increased, there are lots of students who need more support to finish their studies successfully. The college should support students to avoid drop-out by making the mentor system work properly, offering extracurricular lessons to help students to take their exams, and providing more support and information on thesis writing.

Job Demands Versus Resources: Workplace Factors Related to Teacher's Burnout

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Balázs JAGODICS

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Job burnout seems to be a serious problem nowadays. The symptoms, like decreased work efficiency, low level of motivation, negative emotions, physical problems and the tend to avoid social relationships are influencing high number of employees worldwide. Certain professionals, for example, medical crews and teachers are more affected by burnout. These occupations seem to strain employees both mentally and emotionally. Empirical evidence claims certain job demands to provoke burnout, while resources at workplace can help employees to avoid the harmful effects of mental and emotional load (Demerouti et al, 2001). Our online survey investigated burnout among public education teachers (N = 327), and examined its relationship with specific workplace factors. We found significant positive correlation between job demands - like emotional strain and peer conflicts - and burnout factors. On the contrary, job resources - like the support of superior and the possibility of personal growth - were related negatively to burnout score. We also found both emotional and professional social support of co-workers to correlate negatively with burnout. Gender differences were also observed, because women scored significantly higher regarding physical and psychic symptoms. These results suggest certain workplace factors to be important in the development of burnout, while others seem to be useful to reduce the effects of job demands. The results also indicate that social environment at workplace could have significant impacts on burnout. Support of peers and superiors can be used as resource to solve everyday tasks, to maintain motivation and to aid professional development. In our paper we discussed our results in highlight of burnout prevention in schools.

Approaches of the Talent Research

Barnabás SZILÁGYI

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Hajdúböszörmény, Hungary)**

I undertake the presentation of those theoretical connections and approaches in my study which examine the identified talents' thinking operations, learning abilities.

Thinking is the process in which the new mental representation of the information comes into existence as the result of a new abstraction, inference, problem-solving.

The thinking operations are the toolbars of the thinking ability which help to solve such subtasks that lead to the definite solution of the problems.

The early identification of the individual patterns of thinking operations helps to define the competence development. In my opinion the early identification of the characteristics of thinking operations can be realized by the time of secondary studies. The individual patterns of thinking operations make the definition of personalised thinking profiles possible. In the case of defining the directed operations and fields of thinking of such a degree, the opportunity may arise to define the directions of individual development.

The identification of thinking operations belonging to the competence areas of different trades, professions and the comparison of the individual's thinking profile may provide an opportunity to define the preferences when choosing an occupation and related development plans.

The Role of Amateur Artist Activities in Non-governmental Organisations of the Agrarian Society

Ilona SZÓRÓ

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In the first half of the 20th century, in the rural areas, the most important public educational institutions were reading circles. One of the essential functions of associations included amateur artist activities, organising theatrical performances, song and dance events. These programs offered civilised entertainment opportunities for people living in villages or on farms, who otherwise would not have had the chance to go to theatre or any other artistic event. These productions generally included contemporary popular dramas on people's life, but the audience could also watch more valuable plays. These performances highly influenced the improvement of the participants' individual and social competences. The option of acting in front of an audience, improving the range of verbal expressions, strengthening the ability to co-operate and be tolerant, forming the artistic taste and culture of conduct also played a crucial role in making peasant society more open. The performances made the associations' other programs, the associations' celebrations, and the course finishing exams more colourful. These performances also yielded some income, what fostered the completion of other tasks. The amateur artist activity had a considerable community building effect. Amateur artistic activity gained its real significance by the fact that always extensive collaboration ensured the performance of plays and the organisation of song and dance events. Almost all members were involved in creating these performances. Those who did not act on the stage participated in the common work by preparing the scenery, costumes, props or organising the performance.

In the course of the research investigating the amateur artist activities of the associations, the available documents of 300 organisations had been used, in addition to the processing of related literature and the reminiscence of former participants.

“Fear not the American English!” The validity of American English in the Hungarian Public Education

János TALABÉR

(Táncsics Mihály Gimnázium, Dabas, Hungary)

Krisztián KELEMEN

(Angol Kommunikációs Nyelvstudio, Hatvan, Hungary)

Upon seeing Shakespeare’s *Twelfth Night* in Virginia, we went up to Professor Francisco, the director of the play to congratulate. When we asked her why the actors had not applied British pronunciation she replied off-the-cuff like this: “How could we be sure of what pronunciation people had in the 16th century? What if the founding fathers had preserved the proper pronunciation?” Being perplexed, however, we had to admit that she was definitely right. In Europe we are living in a strange world where US English is unjustly demonized. We do, however, take the chance to be the forerunners of US English, and we do hope that American English has the right to be recognized and respected. In our essay we would intend to present the main streams of American English and to prove the validity of it.

History of US English and Features. We will demonstrate the major milestones of US English from the very beginning through Webster’s initiations up to the present-day standard American. American English is the *English language* used mostly in the *United States*. More than two-thirds of the world’s *native speakers* of English live in the United States. The predominant *accent* of American English is the accent known as *General American* or *Standard American*.

Phonology. In most varieties of North American English, the sound corresponding to the letter *r* is an *alveolar approximant* [ɹ] or *retroflex* [ɻ] rather than a trill or a tap. There are certain other changes we will demonstrate in the lecture.

Vocabulary. There are major vocabulary changes in the US English. There are also historical, ethnical and social reasons for it.

Grammar. There are some significant changes in grammar. These are, in contrast to the unjust critical remarks, not insignificant and not over-simplifications. We do state that there is a constructed American English grammar which conveys all the specificity and features of the language.

Culture. It is still debated what culture Americans have. However, we do state that there is a real culture behind which is very significant and specific. We will also show the major cultural features and differences. Hopefully, our lecture will bring American English closer to our audience’s heart.

Measuring the Access Dimension of Digital Literacy Using Simulation

Ágota Tongori

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Societies of the past two decades have witnessed the ubiquitous utilization of digital technologies as well as an advance in knowledge and information exchange exploiting them (Fraillon, Schulz and Ainley, 2013). Both learning and working environments require the confident use of digital technologies. As a result, students' educational achievement both in terms of digital and technological literacy has been attended to (NAEP, 2013). Simulation software has recently been regarded as an authentic means of assessment of such literacies (Smith Macklin, 2007).

This presentation focuses on the access dimension (from among the seven: identifying, finding, storing, integrating, evaluating, creating and sharing information) of digital literacy by introducing a pilot assessment using a new measurement instrument devised in Hungary. The contextual framework is based on international principles and the test was administered in May to June, 2014 in four different state schools in a major city in Hungary.

The pilot measurement tested (N=106) grade 5 (n=57), 8 (n=40) and 10 (n=9) students, whose tasks (14 tasks, total score 20; from simple multiple choice — on imitated online surfaces — to complex, simulated website search; duration: 45 minutes] were delivered through eDia online platform.

With a total score of 20, the mean was 8,41 (SD=3.26). As regards relationship between the time allotted and the score achieved, significant correlations were found ($r=0.240$; $p=0.013$). According to the one-way ANOVA conducted, no significant difference between the grades could be detected in terms of the time allotted ($F=1.935$; $p=0.150$) or regarding the total score ($F=1,395$; $p=0,253$).

This pilot test is to serve as a basis of an assessment instrument being developed to gauge students' confidence in accessing information in digital environments. The analysis of the results of the different grades has revealed that there is small difference in routine information seeking tasks between the grades tested.

Further elaboration of the instrument could result in an effective means of assessment to achieve further, large scale of digital literacy.

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How do Teachers in Different Stages of Formal Education Respond to Test Based School Accountability?

Edit TÓTH, Ágnes HÓDI

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In line with the international trends, Hungary has also been developing its own national assessment system since 2001. The major pillar of the system is the National Assessment of Basic Competencies (NABC) carried out in grades 6, 8 and 10. The NABC has a twofold function: in addition to playing an important role in supporting learning and instruction, it is also a powerful tool of institutional accountability. The implementation of assessments with accountability purposes is closely intertwined with pressure conceived by educational stakeholders. This relationship is verbalized in Koretz's (2008) conceptualization of high-stakes testing referring to tests which make stakeholders feel pressurized to increase performance.

In order to examine how teachers in different stages of formal education respond to test based school accountability we addressed the following research questions: (1) Do system-level assessments evoke pressure in teachers in Hungary? (2) Is there a difference between teachers' perceived pressure in elementary and secondary education? (3) Is there a relationship between students' achievement and teachers' perceived pressure?

The data collection was carried out in May 2012 in 10 elementary and five secondary schools of a culture-bearing unit by means of semi-structured interviews. Content analysis was used to study the data gained from 38 elementary school teachers and 28 secondary school teachers.

Results show that 67% of the respondents feel that NABC evokes pressure in them. However, more elementary school teachers reported on feeling pressurized by the national assessment than their secondary school counterparts ($\chi^2=8.14$, $p<.017$). Answers suggest that the use of elementary school students' test scores in local quality management and elementary school teachers' beliefs (52%) that the results of NABC are major determinants in parents' elementary school choice may account for this tendency. In elementary schools where students' achievement is below the county capital average, teachers feel overwhelmed by the pressure and sanctions (e.g. downsizing, demotion) linked to test based accountability. However, in top-notch schools teachers do not attribute a significant role to the assessments; it only reinforces the quality and output of their work.

In sum, the findings imply that the majority of teachers feel pressurized by system-level assessment. Nevertheless, elementary school teachers attribute a greater role to the assessment and thus are under more pressure than secondary school teachers. Data also show that there is a relationship between students' achievement and teachers' perceived pressure because students' NABC test scores are used as basics in decision-making not only at local but at institutional level as well. The present study paves the way to mapping out the strategic responses to testing evoked by pressure in teachers.

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The Role of ICT Use in Changing Learning Environment and its Impact on Well-being

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In the age of lifelong learning, in the dynamically changing learning environment, the modern technologies (electronic, mobile and network devices) are getting a decisive role throughout the learning activities. In the informational society of our days, the information represents an individual value. In case of the acquisition of information and resource management at the beginning of the learning process the endeavor of using the latest ICT is very determining. Apart from the Individually, independently or collaborating activities, the most important point is the individual's effectiveness in information gathering during the learning process. The information-gathering process has impact on the contact with the individuals' social network as well.

In this technology supported changing learning environment the most important consequence is that in terms of education we can no longer speak about a well-defined student environment (desktop, classroom, study room etc), but a form of "dilation" must be interpreted when the teaching and learning space and time is studied.

Recent studies have been extended to the relationship between information and communication technologies (ICT) and well-being beyond those researches which focused on the utilization of the ICT use. A lot of studies focused on the psychological and mental health outcomes, but little is known about the social impacts on individuals. In addition, several studies have examined the use of technology during the lifelong learning process, but fewer studies examine the social impacts, especially from the perspective of the impacts on well-being.

In my research I try to focus on the social aspects of the internet and mobile phone use, concentrate on the individuals but emphasize the effect of technology on social relations.

The Development of Mathematical Gifted Students

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Research during the XX.th century beginning with Terman's (1925) work proved that talent is a complex concept and numerous definitions and models have been developed since then. In all of them there are key factors like general abilities and special skills (Renzulli, Mönks, Tannenbaum, Czeizel) and other factors like „destiny-factor” at Czeizel, randomness at Tannenbaum and other environmental and social factors (school, family, social group). Creativity is a key element in WICS-modell (Sternberg, 2004).

In schools the support of talented pupils is practically based on Renzulli's (1978, 1982) modell which underlines three main characteristics of talented pupils: (1) general and spesific skills above average level, (2) high-leveled task commitment, (3) creativity.

Mathematical talent can be mostly developed during teenage and difficultly traced during the phases of development and change. Gyarmathy (2002) listed the following features as important factors of mathematical talent: (1) persistence and task commitment, (2) concern and attention for facts and formulas, (3) accepts challenges and problems, (4) excellent number and formula memory, (5) flexible thinking about mathematical thinking, (6) flexible strategy use, (7) visualisation of abstract relations, (8) generalisation of particular problems (9) ability to turn verbal tasks into eguations, (10) capacity to include details into an overall view of the problems.

The development of mathematical talent can also be enhanced outside formal school lessons in talent support camp for example. In my lecture I would like to present how to recognize, support it and further particulars of the experiences gained during our mathematics and physics-themed camps organized for the students of Comenius Grammar School (Zselíz, Szlovákia).

Using different teaching methods like Hobo, Gordon, task-based, heuristic methods, brainstorming, project-based techniques (Varga, 1978) proved to be motivating and effective during the summer camp. We also used handcraft activities, memory games, cooperative work and prepared students for Maths- competitions in an organized, fixed and steady pace. We organized a lot of personality development like sport competitions, number games, courage-challenge games and creativity development drawing, role-playing, quizzes, Tangram, boardgames. The skills of participating gifted students were improved in a complex way. The camps definitely have had a positive impact on the students results, scores and personality. We believe that the methods applied in the camps may be also succesfully used in the advocacy and support of talented students by other educators.

