IRI Educational Conference

20-22 JUN 2013, ŠTÚROVO
SLOVAKIA

PROGRAM

ABSTRACTS

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Conference organized by

International Research Institute s.r.o.

Edited by:
János Tibor KARLOVITZ

IRI Educational Conference

Place:

Základná škola s vyučovacím jazykom maďarským Endre Adyho,
Štúrovo, Adyho 9,
Slovakia

Conference Program
20 June 2013

14.00 – 14.45: Registration
14.45: Opening the Conference
Judit TORGYIK, vice-president,
Association of Educational Sciences
15.00 – 16.30: Presentations in Sessions

21 June 2013

13.30 – 15.30: Presentations in Sessions

22 June 2013

10.30 – 13.45: Presentations in Sessions

Scientific Committee:

BENKEI-KOVÁCS, Balázs (Eötvös Loránd University, Budapest, Hungary)
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BRADEA, Adela (University of Oradea, Oradea, Romania)
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FARKAS, Károly (Óbuda University, Budapest, Hungary)
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KARLOVITZ, János Tibor (University of Miskolc, Miskolc, Hungary)
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KOZHUHAROVA, Penka Petkova (Konstantin Preslavsky University of Shumen, Shumen, Bulgaria)
LEHENOVÁ, Andrea (National Institute of Certified Educational Measurement- Bratislava, Slovakia)
MOLNÁR, Béla (University of Western Hungary, Szombathely, Hungary)
NIKOLAEVA, Silvia (Sofia University, Sofia, Bulgaria)
PAVLOVIC, Slavica (University of Mostar, Mostar, Bosnia and Herzegovina)
REHO, Anna (Eastern European Slavic University, Uzhhorod, Ukraine)
TOMPA, Tamás (University of Miskolc, Miskolc, Hungary)
TORGYIK, Judit (Kodolányi János College, Székesfehérvár, Hungary)

20 June 2013

15.00 – 16.30
Presentations in Sessions

Session No. 1. Room No. I. *Teachers*	*Chair:* *Krisztina* BENCE	Borbála MÁTHÉ: What Makes a Good Teacher?
		Katalin KISSNÉ GOMBOS: How are we Affected by the Personality of a Charismatic Teacher?
		Béla MOLNÁR: Memories of Retired Primary School Teachers about their Studies
		Sladjana MILENKOVIC: Education of Kindergarten Teacher`s in Serbia for Inclusive Conditions
		Andrea BENCÉNÉ FEKETE: Multicultural Education with the Help of Gypsy Fairy Tales
Session No. 2. Room No. II. *Skills in Adulthood*	*Chair:* *Balázs* BENKEI-KOVÁCS	Edit SZIGETI BOGNÁRNÉ & Erzsébet JÁRMAI: Adult Learning: A Pleasant Experience or a Necessity?
		Balázs BENKEI-KOVÁCS: Visualisation Processes in the Marketing of Adult and Further Education Sector
		Darko DRAZIC: Metamodel of Information System as a Basis for Introducing Students to the Architecture of Business Information Systems
		Renáta Anna DEZSŐ: Talent Concepts of Plural Intelligence Theories
Session No. 3. Room No. III. *Competences*	*Chair:* *János Tibor* KARLOVITZ	Nadia LUTSAN: The Problem of Training of Primary School Specialists in the System of Multicultural Education
		Alla FRIDRIKH: Formation of Cross-Cultural Competence of Students in Context of Dialogue of Cultures
		Iryna SAVCHAK: Communication Skills as the Key to Success in Professional Activity of Manager of Tourism
		Ilona DICHKOVSKAYA: Evaluation of Pedagogical Innovations as an Important Component of Expert Management Features of Innovative Activity in a Preschool Institution

21 June 2013

13.30 – 15.00
Presentations in Sessions

Session No. 4. Room No. I. *Adult and Higher Education*	*Chair:* *Krisztián* KELEMEN	Krisztián KELEMEN: Exploring Krashen's Hypotheses in a Classroom with Adult Learners
		Mihály FÓNAI & Orsolya NYILAS: The Underprivileged Social Groups and the Adult Education: A Chance for Integration
		Veronika BÓNÉ: A Unique Educational Project in Hungary: The Lactation Consultant Post Graduate Course
		Zsuzsa STIPTA: The Right to Higher Education in the EU Context
Session No. 5. Room No. II. *Talent*	*Chair:* *Zsolt* SZALMA	Dragan VUKAJLOVIĆ: Support in Work with Talented Students
		Andrea KLÉR JUHÁSZNÉ: "Future in their Mind" – Teenagers' Career Concepts
		Attila MÉSZÁROS & Enikő BARÓTI: The Structural Training of Professors and Leaders in 2010-2012 Built on the Assessment of the Széchenyi István University
		Erzsébet JÁRMAI & Diána SZEKERES: Best Practices for Using Mind Map in the Higher Education
Session No. 6. Room No. III. *Current Issues*	*Chair:* *Ákos* GOCSÁL	Judit BOGNÁRNÉ KOCSIS: Theoretical and Practical Relations of Drug Preventive Work in a Student Hostel
		Anna GAWEŁ & Marek KOŚCIELNIAK: Health Education in Teacher Education and Professional Development
		Lívia MARTON: Basic Principles behind an English Coursebook
		Vesna MINIC: General Education in Pedagogical School Documents in Kosovo and Metohija
		Ákos GOCSÁL: The Use of Mind Maps for Creating a Short Video with Students

22 June 2013

10.30 – 12.00
Presentations in Sessions

Session No. 7. Room No. I. *Pupils*	*Chair:* *Judit* TORGYIK	Gábor FINTOR: The Relation between the Healthy Way of Life and the Media in Primary School Education at the Ages of 10-14
		Karolina MOLNÁR: A Good Practice is What Works
		Noémi KEREKES: Peer Nomination: Who is Gifted among Classmates?
		Györgyi ELEKES: The Teacher's Role in Roma Children's School Mobility
		Emese K. NAGY: How can we Create an Equitable Classroom?
Session No. 8. Room No. II. *Concepts in Education*	*Chair:* *Imre* FENYŐ	László PONYI & Ilona FEKETE: General Education and Capital Theories
		Imre FENYŐ: Culture and Ideology. Hungarian Cultural Concepts in the First Half of the 20th Century
		Krystyna ABLEWICZ: Phenomenology in the Philosophy of Education and Educational Practice
		Anna Á. MAJER: What can we call Success? Identifying Success Criteria for Science Learning in Public Education Using Delphi Method
		Georgeta CHIRLEŞAN & Dumitru CHIRLEŞAN: Education for Democratic Governance and Social Responsibility. A case study
Session No. 9. Room No. III. *Equipments*	*Chair:* *Marietta* KÉKES SZABÓ	Attila PIVÓK: The Survey of ICT Equipment in a Primary School in Budapest and its Comparison to a Representative National Survey
		Katalin SZILI: Comparison of Paper- and Computer Based Testing Among Primary School Children
		Marija JOVANOVIC: Influence of the Material and Technical Equipment of School on Application of Some Forms of Teaching in Elementary Schools
		Dumitru CHIRLEŞAN & Georgeta CHIRLEŞAN: Changes in Teaching Environment
		Ágnes ANTALNÉ SZABÓ: Patterns of Teachers' Instructions in Classroom Discourse

12.00 – 12.15
Coffee Break

22 June 2013

12.15 – 13.45
Presentations in Sessions

Session No. 10. Room No. I. Psychological Issues	Chair: Valentin Cosmin BLANDUL	Marietta KÉKES SZABÓ: Comparative Study of Family Structure of Asthmatic and Panic Disorder Young People
		Radmila MILOVANOVIC: Fears of the Children in the School Context
		Valentin Cosmin BLANDUL: Scholar Absenteeism – A Major Risk in Personal Pupils' Development
		Anett ASZALAI TÓTH: The Examination of Early Stuttering by Speech Therapist
Session No. 11. Room No. II. Methodology	Chair: Adela BRADEA	Ágnes SVÁB: Cooperative Learning in the Hungarian Classrooms (?)
		Zsolt FÜLÖP: The Role of the Geometrical Visualisation in Problems Related to Algebra
		Erika Rozália VÍGH-KISS: Adaptive Strategy Use in Mathematics Education
		Olga MISECHKO: First Steps in the History of Modern European Languages Teachers' Training in Ukraine
		Adela BRADEA: Valuing Gender in Education
Session No. 12. Room No. III. Primary School	Chair: János Tibor KARLOVITZ	Tamara Illivna PONIMANSKAYA: Structural and Systemic Paradigm of Preparing Students for Humanistic Upbringing of Senior Preshool Age Children
		Anna ZHAROVSKA: Preparing Primary School Teacher for Work with Assimilation Ethnological Vocabulary
		Lesia STEFINIV: The Problem of Mastering Scientific Concepts by Primary School Students
		Oksana MYZIUK: Formation of Communicative Abilities and Skills in the Children of Primary School
		Inna CHERVINSKA & Tetyana BLYZNYUK: Gifted Children – The Intellectual Potential of the Country

13.45: Closing of the Conference

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Abstracts

Phenomenology in the Philosophy of Education and Educational Practice

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In this article the author presents two areas, in which phenomenological method can be applied: the philosophy of education, *paideia* and the education practice, *pedagogistia*. This first area is "located" in the mind of the reflecting subject and in the second scientists participate in a present reality. The method of phenomenological description may thus be taught as the method of philosophical cognition and taught as "the life tool" supporting the ability of being. The subject of phenomenological studies is a human being in all his aspects, and the world of his values. This method teaches a mature responsibility, which may begin only in an individual experience. So, during a process of education we have consequently make realization of student's own project of their life.

What can we call Success? Identifying Success Criteria for Science Learning in Public Education Using Delphi Method

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What is success? What is success in science education? Everybody has an opinion: but who is right? Different social communities have different aims and expectations towards science education. As until now teaching efficiency or learning outcomes surveys have been based on a set of standpoints often chosen by a narrow ideal of expert view we claim that one can get closer to a widely accepted set of criteria considering a base-line which contains all stakeholders' points of view and prosperous compromises.

Our research is framed by a project aiming to establish complex educational programs for comprehensive schools in primary – lower secondary level public education in Hungary, supported by the "21st Century Public Education Development and Coordiantion" within the 3.1.1 Social Renewal Programme.

In order to be able to choose innovative approaches and develop materials that are in line with the widely accepted purposes of science education, we carried out a Deplhi survey. Delphi is especially suitable for surveys when there are limited data from previous researches or where divergent and diverse points of views are co-existing and values are included. Therefore it is a good approach in our case as well when the range of stakeholders has conflicting interests.

Delphi is based on desk research, namely the content analysis of relevant literature. We have chosen some comprehensive studies and bluepapers about the status of science education at the national and at the European level. , from which 25 basic statements emerged. In the first cycle an online questionnaire built up from 25 4-point Likert scale statements were sent with snowball sampling in order to reach high number of completed questionnaires from various stakeholder groups (teachers, parents, students, prospective employer, policy makers, public bodies, etc.). In the second phase, a group of experts was invited to reflect on the first results of the survey, allowing short written comments In the light of the results some parts of the questionnaire were rephrased in this second version. After the second cycle two groups of experts were invited to clarify different standpoints and contexts for specific criteria in two separate workshops: one for diverse stakeholder groups, the other for invited experts and practitioners of science education. These steps are meant to clarify the misunderstandings between the representatives of different stakeholder groups, uncovering the underlying correlations,. In the presentation we show the set of criteria identified by our Delphi research while highlighting some conflicting points of views. Expected impacts include guidelines for developing educational programmes, learning cycles and a framework for the assessment of these.

Patterns of Teachers' Instructions in Classroom Discourse

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Effective teacher communication plays a substantial role in the development of students' skills. The topic of the paper is a pragmatical and pedagogical analysis of teachers' instructions in classroom discourse. The framework and the scientific base of the research are provided by the following disciplines: mother tongue pedagogy, didactics, classroom discourse analysis, and psycholingistics. The presentation is partly based on an empirical study. The corpus consists of digital recordings and transcripted Hungarian language lessons. The aim of the research is to reveal both the general and the specific characteristics and structure, as well as types of teachers' instructions. The hypotheses of the research are the following: a) There are different types of teachers' instructions. b) Instructions are repeated several times in a row in different forms. The presentation analyses the role of teachers' instructions, their length, their location, and their frequency in classroom discourse. It introduces the different patterns of verbal forms of teachers' instructions. The presentation deals with the pedagogical consequences of the empirical study. Classroom communication is an important scenery of language use both from a linguistic and a pedagogical point of view. Teachers' instructions are important parts of effective teacher communication. The results of the research can be used for further research on first language education, for the theoretical and practical training of students, and for the further education of practicing teachers of Hungarian language.

Multicultural Education with the Help of Gypsy Fairy Tales

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In the life and developmental process of a country it is always crucial how the situation of minorities is handled. The minority with the greatest population in Hungary is the group of gypsies; yet still the members of this group are the ones who suffer the most atrocities due to their origin.

A research carried out in 2010 revealed the fact that even those children of primary schools bear with prejudices against gypsies, who have never had any gypsy classmates. The solution to this problem would be to get to know and understand each other's culture, habits and customs. Multicultural education could prevent resistance by focusing on tolerance and acceptance of other cultures in a community. Tales are perfect tools of multicultural education, as they take children into another world, into their fantasy, where everything turns good – but at the same time they help in getting to know things that are different from one's own culture and environment and help in explaining them. This paper will introduce an educational program, where children can get familiar with gypsy culture and traditions through their tales. During my research I collected a set of tales children learn about and read - and there was not a single one about gypsies. Based on this finding I built up an alternative educational plan, where gypsy tales are present in the schedule, just like many others. In gypsy tales we can recognize the special characteristics of their unique culture; and the properties of those other nations they got acquainted with through the centuries. The appreciation and evaluation of 'gypsy' as a cultural identity can differ among groups and among people – but mostly due to the lack of credible information about it. The aim of multicultural education – also with the help of tales – is to increase the knowledge about this group and build up a general acceptance in these school groups towards other cultural units. Either these groups are in a way handicapped, or just come from a different cultural background, we need to accept, appreciate and integrate them as they are. Tales provide a good basis to talk about these differences and find out what children thin about the different minority groups – and also whether their attitude has changed after reading some tales of their culture. Talks may be followed by dramatizing them as well – which helps getting familiar with the situation of minorities, and by its pedagogical aspects the better understanding and acceptance as well.

Visualisation Processes in the Marketing of Adult and Further Education Sector

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The adult and further education sector has to adapt to the new tendencies of the changing industrial environment. As it has been seen in the academic sector, the management of the HE institutions changed radically the marketing activities in the past decades, and due to the strengthening concurrence the corporate images of the universities and colleges were renewed. Can a parallel radical change be observed in the adult and further education sector? How can the adult education institutions face the challenge of the strengthening concurrence and the cost cutting needs of the economic pressure? Will they follow a new marketing approach to attract customers, or are they trying to use the traditional tools of the institutional PR? A qualitative research, which is now at the beginning stage, will be carried out in this topic in the forthcoming years. From a comparative andragogical point of view, the analysis of the PR activity of the *Klubschule Migro* can give a prospective image of the possible future developments. This institution, which is one of the leader adult education providers in Switzerland, is also known in the Hungarian andragogy. What are the visualisation methods *Klubschule Migro* succeeded in applying in the last years with efficiency, respecting the principles of the service-marketing?

Scholar Absenteeism – A Major Risk in Personal Pupils' Development

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School absenteeism is one of the most important factors that can negatively affect schoolar and students' personal evolution. This implies a temporary leave of classes by students, during which they attend places and activities that normally would be carried out at their leisure. School absenteeism is consecutively appearing after running from school, and if it exceeds 80 units can turn into dropout. This study is part of a larger research from a project entitled *School, my chance!* co-financed by European Commission through European Social Fund. The objective of this study was represented by identifying students who significantly reduce their number of scholar absence after pedagogical intervention during our project and analyze variables that can influence this. The lot of subjects was represented by 100 students identified with risk of dropout from 5 rural schools in Bihor County, Romania. The research methodology was the statistical analysis and interpretation of the number of school absences recorded in school grade books at the beginning and the end of the educational intervention developed within the project. The research results indicated that after three scholar semesters of project implementation, 60% of participating students have significantly reduced the number of school absences, diminishing their number from an average of 28.59 in 2010 to an average of 10.61 in 2012. Also, in this study we will analyze the factors determining this situation and their impact on student development.

Theoretical and Practical Relations of Drug Preventive Work in a Student Hostel

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The starting point of the research is the investigation of the background of drug prevention theoretically and in terms of the law. After the documents and content had been analysed, it became clear that drug prevention is mentioned both in the National Basic Program (NAT) and in the National Program for Collegiate Education (KNOA) in the topics of physical and mental health. Among others, the articles and studies on drug prevention published in the newspaper entitled 'Student Hostel'constituted the investigation of the theoretical background.

The empirical part of the research – using Miss Judit Gecsei's research – is aimed at the students' knowledge about drugs and the educators' preventive work in the student hostel of Reguly Antal Secondary Vocational School in Zirc. These young people reside in the student hostel on weekdays, they are between the age of 15 and 18 and are in the first, second and third year of their secondary vocational training. The subject of the research is making inquiries about drugs and their effects as well as the exploration of the fact whether the examined group of students have already consumed any legal or illegal drugs. Another field of the investigation is to explore what kind of further preventive activities would be required.

The empirical research analyses the knowledge and attitude of live-in students in connection with drugs, with the help of a questionnaire method. In this topic, semi-structured interviews were made with one of the educators and the headmaster of the student hostel as well as the head of department of crime prevention.

The interviews give answers to how much the interviewees consider drug prevention important within the student hostel and how much these young people are considered to be endangered, furthermore how to increase the efficiency of drug preventive activities and whether there is any connection between the social situation and family background of these students and their alcohol and drug consumption.

A Unique Educational Project in Hungary: The Lactation Consultant Post Graduate Course

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In the past few decades there has been a growing scientific interest in breastfeeding and lactation. Researchers are providing evidence about the diverse and special benefits of human milk. Although their results clearly show the importance of breastfeeding in the health of the growing generation, the medical education in Hungary hasn't laid much emphasis on this field until 2010. In that year the biggest Hungarian medical university launched a lactation consultant course.

This course is unique in many ways in Hungary and also in Eastern-Europe, and we – those professionals from all fields of the science who are committed to lactation– hope that it will become inseparable from the medical education. The curriculum of the course is made up of five different areas: theoretical basis of lactation, clinical studies including practice in hospital, counselling skills, integrated use of the lactation consultant profession and code of ethics. At the end of the two semesters, students have to write a thesis. In order to finish the course the candidates have to pass the International Board Certified Lactation Consultant exam. The integration of an international exam into a university course is quite unique.

One goal of a lactation consultant is to persuade the women and the society that a breastfeeding mother doesn't need to be 'separated'. Therefore the course is also open for professionals who have little children at the moment. It is not a rare occurrence to see a breastfed baby in the classroom, while the university also offers a place for babies to rest or to play next to the educational room.

In the presentation I will introduce the birth of this pioneer educational field, from the first idea through all the obstacles and difficulties to the approvals of the Educational Authority and the Senate of the University.

Since already the third class is going on and close to its finish, it is a good time to sum up what we have achieved and what kind of challenges we are still facing.

Valuing Gender in Education

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The Romanian school educational ideal is the free and integrated development of individuals, by embracing a value system based on social inclusion, tolerance and fighting discrimination. The principle of equity, equal opportunities, training critical thinking, valuing specific differences and multiculturalism are values – that should be reflected in the content of teaching.

The hypothesis behind the study was that in education, the content conveyed by the methods used, by the specific of the educational relations, there is the risk of inducing, directly or indirectly, gender stereotypes and prejudices.

The investigative approach of gender in education research used a complex strategy that combined both quantitative and qualitative research methods: documentary analysis (education policy framework documents, papers and studies on gender in education, projects ran or in progress on this topic), content analysis of Romanian school textbooks (paying special attention to language and literature textbook), survey questionnaire, classroom observation. The research was based on multiple samples, depending on the methods of investigation used.

The results of the research emphasized that an increased attention is required in this respect from teachers' side, in setting up the learning experiences, both in terms of content and methods of cognitive and social interaction, as they can exert significant influence on gender awareness and internalization, on the ownership or on the manifestation of gender roles.

In this respect, the following should be encouraged: the dialogue about gender during the lessons, with focus on promoting gender equity and partnership, active involvement of students in learning with a focus on students' interests and previous experiences, the link between school learning environment and their social one, the educational diversification through non-formal and informal activities which enhance various special skills, talents of children, regardless of their membership in one sex or the other, stimulating critical discussion on media messages (ads, articles, images promoted), including those with respect to gender, stimulate critical attitude of students to analyze texts hidden messages, including those related to gender etc.

Gifted Children – The Intellectual Potential of the Country

Inna CHERVINSKA & Tetyana BLYZNYUK

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In today's world most successful the people are those who have the highest level of education. In this context we can watch the experience of Japan and many other countries, whose economies are based on the development of high-tech products.

The problem of education and development of a healthy and harmoniously developed personality has always been urgent. The basic approach in the search for young talents should recognize complex actions: medical, physiological, psychological, educational which are directed to be performed by the family and school. It is also important to use a variety of methods to identify the interests and abilities of children and continue to monitor their further progress.

People differ from each other by their abilities. What is the ability? Under abilities we understand synthesis of personality's traits, which ensures successful implementation of activity and results in speed of acquisition of knowledge and skills.

Abilities are considered as individual psychological characteristics that distinguish one person from another, upon which depend the possibility of successful activity. By giftedness we understand both qualitatively unique combination of abilities (individual psychological characteristics), upon which also depend the possibility of successful activity.

Gradual withdrawal of Ukrainian education system from "targeting average student" and understanding the possibilities of education for the future creator of educational "pipeline" is increasingly recognized and makes us look for new ways of working with gifted and talented children.

Major direction of solving the problem of giftedness is to implement special training programs that meet the needs and abilities of students in this category, and could provide further development of talent. Work with gifted students should begin early with elementary level of comprehensive school.

However, whatever the individual abilities of the student are, but if he or she has no motivation and no desire to learn, then success will not come. Positive attitude to learning is closely associated with abilities. As it has been noted in the psychological and educational literature, the student's desire to learn grows when learning is successful and goes through failures. The reason for failure may be due not only to a lack of knowledge that the child should have gained in the previous stages of training, but undeveloped capacities of the child.

Education for Democratic Governance and Social Responsibility. A case study

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The paper emphasizes the importance of education for Democratic Governance and Social Responsibility in preparing the young generation for a better and secure Europe. This kind of education is topical and justifies the need for connecting students as future workforce and also as future decision-makers to the European reality, especially in the light of the latest developments in areas as: stability, security and governance. Training the youngsters for Democratic Governance and Social Responsibility fits perfectly on the effects of the "Treaty on Stability, Coordination and Governance (TSCG)", signed by 25 European leaders on 2nd of March 2012.

Hence, the need for high quality training of future specialists in the field of national security, in all economic sector and in politics for a real democracy, for sound governance and for a stable, secure and sustainable socio-political environment all over Europe. The paper presents a case study on the implementation of the Erasmus IP project "Democratic governance and social responsibility for a better and more secure Europe" at the University of Piteşti. It describes the main pedagogical and didactical approaches used in implementing an intensive course for students of the 1st cycle (BA) and/or 2nd cycle (MA), the learning outcomes, the teaching methods, the taught modules and the practical/applicative activities. Student's valuation and assessment procedures will be equally presented in the paper. The conclusions will focus on the benefits at the level of both the participating students and the society.

Changes in Teaching Environment

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The paper tries to make obvious the transition from traditional education to non-formal learning by emphasizing the changes at the level of certain specific elements.

The first part presents a brief description and the main features of traditional education, formal education and non-formal education. The second part argues on the signs and reasons for transition from traditional to non-formal education. The third part is addressed to explanations and examples on the changes in teaching-learning environment when shifting from traditional to non-formal education at the level of:

- the learner
- the teacher
- the requirements
- the schedule
- the teaching methods and provisions (materials)
- the settings for delivering the teaching/training
- the recognition of achievements/learning outcomes

The paper was developed by the authors in the framework of the project titled "ALMA-DC: Adult Learning for MArginalised and Disadvantaged Citizens", a LLP / Grundtvig - Multilateral Project, with reference number 510658-LLP-1-2010-GR-GRUNDTVIG-GMP, financed by the European Commission/The Education, Audiovisual and Culture Executive Agency. The ALMA-DC project period of implementation is 2010-2013 and the consortium includes institutions from Greece (coordinator), Czech Republic, Germany, Italy, Slovakia, Spain and Romania. The authors' reflections and the challenges that they have identified within the current teaching environment are based on their professional experience both in academic environment and in adult education and lifelong learning. The findings are meant to be included in a Pedagogical Guidelines for teachers/trainers of migrant women and women from ethnic minorities, as a Culture Equity Model designed in ALMA-DC project.

Talent Concepts of Plural Intelligence Theories

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Intelligence and talent are inseparable concepts. Their most significant questions are based on ever-lasting human interest, therefore remaining an always up to date focus of educational research. The present contribution aims at introducing the relevant theories of three current American psychologists, Howard Gardner, Robert Sternberg and Carol Dweck. The topic indicated in the title is approached from a basically theoretical point of view as plural intelligence concepts are not widely recognised in the Carpathian Basin.

These American psychologists share the view that intelligence is not a singular entity but a human feature with complexity. Dweck's uniqueness amongst those social scientists who do research concerning intelligence is due to the fact that instead of talking about the nature of intelligence she distinguishes its performance and defines two kinds of mindsets: growth and fixed mindsets.

Sternberg describes the model of the triarchic theory of intelligence including componential/analytical, experiential/creative and practical/contextual subtheories.

Gardner became famous for his theory of multiple intelligences, i.e. that of logical-mathematical, spatial, linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic intelligences.

Implications of these theories in education are given as examples from the Hungarian framework – critical introduction of applied examples relying on these theories are outlined and further application options are suggested. The speaker's intention is to contribute to the introduction of these experts in the circles of the Hungarian speaking professional audience.

Metamodel of Information System as a Basis for Introducing Students to the Architecture of Business Information Systems

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According to Professional business informatics study program, which is one of the first courses in business information systems, the question arises what would be the most effective way to introduce students to the architecture of business information system. The students enrolled in computer science classes which preceded Business information systems were only taught the basics of object-oriented programming. Metamodel information system emphasizes the advantages of three-tier architecture, while at the same time, most of the features that require knowledge of the structure of a database, SQL and design methods, which are planned to be investigated more thoroughly later, were hidden from the students.

Three-tier architecture metamodel is based on the MVC model (Model-View-Controller), where the physical layer is completely hidden, and the model introduces students to the basic commands of SQL. Operations with basic classes of physical layer, using open arrays, allow simple entities serialization and deserialization and enable students to recognize the principle of interaction between physical and logical classes of an architecture level, as well as its importance. The main class of application layer defines the characteristics of a dialogue to interact with the user, whereas the application of abstract methods in communication with logic level classes enables students to devote full attention to the behavior of the entities and their mutual influence as key factors in business information systems.

Metamodel application, which emphasizes the importance of understanding the business functions and their automation, showed that students with modest knowledge in computer science can master the concepts and skills necessary for their implementation in a short period of time. Metamodel system proved to be a suitable tool to convey basic knowledge of relational databases, SQL and design of information systems.

Evaluation of Pedagogical Innovations as an Important Component of Expert Management Features of Innovative Activity in a Preschool Institution

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The innovative activities can not proceed without an objective monitoring, analysis of results, evaluation and self-evaluation of teachers and administrators. The important role in this should play the pedagogical monitoring as a tool to track the impact of innovation on the quality of education.

In the researches, deals with the issue of monitoring of the educational activity (L. Danilenko, I. Dichkovskaya, G. Elnikova, E. Ovchinnikova, N. Ostroverkhova, T. Kharisov, etc.), it has been used different approaches to the definition of the concept: some relate monitoring to the effectiveness of education, some — to certain types of educational institutions, and the others - to the experimental platforms or the professional development of educators. The correlation of the monitoring activities to the management of innovation in the education process as a means of improving the quality of education - by new forms, technologies of organization of teaching and educational work, innovations in the management of educational institutions, etc. — still has not become the subject of considerable theoretical analysis. The analysis of the works in this field indicates a lack of problem elaboration in designing and implementation of the monitoring of the system of pedagogical innovation.

At the same time the modeling of new educational systems, institutional formations of the innovative educational activities require special tracking system of effectiveness of innovation. There is a need to develop new approaches to designing and construction of innovative activities and the monitoring of these activities.

We have developed the monitoring technology of an innovative activity of a preschool educational institution which contains the sequence of the following steps: 1) analysis of the quality of design of innovation, understanding of the objectives, goals, content of innovation, their validity; 2) the specification of criteria and indicators to assess outcomes and outputs, possible barriers in the process of innovation in the educational institution; 3) preparation of monitoring resources, selection of forms and methods of collection, storage, processing and dissemination of information on the progress and results of the innovation; 4) sequential tracking of the process of innovation, innovation diagnosis of the intermediate results and determination of their conformity with the program, identifying the causes and circumstances of their occurrence in the components of the pedagogical system of educational institutions; 5) regulation of the course of innovative activity, correction of duties and responsibilities between the performers, their orientation on the final result to design innovations; 6) the final evaluation of the innovations and new goal setting.

Revealing the technology of the evaluation of pedagogical innovations through various indicators and parameters, we justify the importance of the humanitarian approach to this evaluation, in which the leading role is played by an expert — someone who evaluates the innovation. The evaluation of an innovation is highly dependent from human merits of an expert.

The Teacher's Role in Roma Children's School Mobility

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This paper discusses the role of the teacher, that is the person having the most profound influence on school mobility, who can facilitate the performance of Roma children at school by fostering a positive attitude to learning and encourage positive relationships in and with the institution and by encouraging and helping Roma children cross boundaries between social groups, thereby enhancing their overall social mobility. The research underlying this particular study is made up of analyses of the life stories Roma individuals holding or about to obtain university degrees, who have been particularly successful - by the standards of the Roma community - in the mobility channel of the education system. Social factors enabling as well as those impeding the progress of the individual, preselecting the high contingency process of social action, are highlighted in this paper.

From among the available qualitative techniques the author used the narrative interview method worked out primarily by Gabriele Rosenthal on the basis of Oevermann's objective hermeneutics. The goal of the analysis was to integrate the typical coping strategies and patterns of adaptation obtained from hermeneutical case reconstruction in studying successful mobility at school. Particular attention was paid in the analysis to the microsocial relationships affecting the school performance of Roma students as well as to the question of secondary socialisation.

Culture and Ideology. Hungarian Cultural Concepts in the First Half of the 20th Century

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Hungarian philosophy was two-faced in the early years of the 20th century. Besides the official philosophy there was an alternative community which intended to find alternative ways of self-expression.

The official philosophy was based on Hegelian thinking: the men were regarded a form of the spirit (Geist), and the culture was equal to the objective formation of the spirit. The outstanding figure of this philosophy was Lajos Prohászka, member of the Hungarian Academy of Sciences, Chairman of the Hungarian Philosophical Society and Professor of Education (University of Budapest).

The representative figure of the alternative philosophical community (the so called Sunday Circle) was Karl Mannheim (besides of course György Lukács). Karl Mannheim is a well-known figure of political philosophy and sociology. Less well-known is the fact that the last period of his active life was organized around educational issues and Mannheim himself was Professor of Education at the University of London from 1945 until his death. The Mannheim-research is waiting for a re-discovery nowadays.

Besides these two formations there was a "third way" cultural philosophy: the thinking of Sándor Karácsony (Professor of Education, University of Debrecen). It was formed around protestant communal considerations, and was very popular in the eastern area of the country.

We will analyze Prohászka's and Karácsony's cultural studies and Mannheim's early work (at the Free School of Intellectual Sciences, Budapest) and his early writings (Soul and Culture), in which the strictly philosophical and epistemological issues could be understood in the context of education. The other aspect of the analysis is based on Mannheim's correspondence from 1941: on letters to Fred Clarke (director, Institute of Education, University of London), to A.D. Lindsay (philosopher, director of Balliol College, Oxford), to Lajos Hatvany, Lajos Fülep and György Lukács (Hungarian philosophers and art historians). We seek an answer to the question of whether Mannheim's road to the Institute of Education was just a coincidence or it was a result of conscious preparation and a series of decisions. Finally we will analyze a debate between Mannheim and T.S. Eliot about the role of intelligentsia.

The Relation between the Healthy Way of Life and the Media in Primary School Education at the Ages of 10-14

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The purpose of my research is to find out the relation between the electronic media and the education on healthy lifestyle, that is, how strongly television can influence the frequency of doing sports, how more and more students could be involved in regular sports activities with the help of it. Media has a great focus on the topics of healthy lifestyle, healthy diet, and sport. It is the responsibility of the media to give adequate information, to help to form the right self-image, to support the process resulting in active lifestyle, exercise and sport as a natural part of the youngsters' everyday life. These targets can be met by different tools of the media, but in all cases it is important to provide the information to a wider section of the target group. In my questionnaire research (N=568) I concentrated on the correlations between the habits of exercise and television in the senior sections of five primary schools of the northern Great Plain region. The target students were chosen through a random sampling procedure. Among the respondents the proportion of the ones doing healthy lifestyle-related activities at least three times a week is quite high. After performing the factor analysis, I found that they thought they would be healthier due to exercise. Based on my research I can also state that a significant correlation can be demonstarted between the parents' and students' sports activities. Among the regular sportsmen the males do twice as much exercise as the females. The ones involved in doing sports actively are more interested in sports programmes than their inactive peers, and they visit more sport- and healthy lifestyle-related websites on the internet. Sports activity is rather motivated by the effects of personal interest, friends, family and the media.

The Underprivileged Social Groups and the Adult Education: A Chance for Integration?

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We could read more and more news about the need for adult education and also its results and difficulties in recent years. Many different forms of adult education and learning (formal, non-formal and informal) have developed in Hungary. The scope of these forms span from labour market driven or professional development and (re)training to spare time activities. Nowadays, when life-long learning is considered as an ongoing process adult education is becoming ever more important and needed. It is especially necessary for those who lost their jobs or have low levels of qualification. Or for those who want to get their career going as young entrants and have to face unemployment, immediately. Unfortunately this problem can affect anyone regardless of their age, gender or schooling.

The goal of the active labour market programs is plausible. They want to provide support to the permanently unemployed in their long term reintegration to the world of work and also want to help those social groups that are missing from the labour market. The most important program types are: training and employment-support programs, public purpose employment or active support in job search.

As it recently became evident permanent unemployment is a labour market problem and a socio-political problem as well. The Regional Work affair Center of the Észak-alföld region (Észak-alföldi Regionális Munkaügyi Központ) launches a public work employment programme every year. The only condition of participation is that the applicants have to take part in a life-view/attitude changing training that is specially developed according to the needs of the (cumulatively) underprivileged class. In this study we wish to present the training course of a public work program in 2012 and we would like to interpret the interviews we have taken with the participants of the course. We will also share the learnings of the interviews taken with those who – after three years – volunteered to speak about their lives, whether they managed to integrate to the world of work; and if they did whether the Work affair centre`s life attitude training helped.

Formation of Cross-Cultural Competence of Students in Context of Dialogue of Cultures

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The cross-cultural communication is becoming increasingly important. Different situations inevitably bring us into contact with other ways of speaking, other models of behaviour and views of life. In this research we examine how communication across cultures can be affected by participants' interpretations, assumptions and expectations which largely derive from their own cultural background. Cross-cultural communication often involves difficulties but fundamentally it should be viewed as an opportunity for learning and development.

In the situations of cross-cultural communication it is not only what happens or what is said that is important; it is how participants interpret the interaction. It is the interpretation which guides our perception of meaning and our memory about other people. Most of us draw conclusions about others from what they say, or rather from what we think they mean. The gap between what we think others mean and what they intend to say can occur in any communication. This gap is often wider in the cross-cultural contexts. This is evident when there is a lack of knowledge of the common language of communication, say English, which may he a second or foreign language to one or both sides. Less obviously the gap is often wider because in intercultural communication participants may not realize that they are using language in different ways which go beyond purely linguistic competence. Our consideration of cross-cultural communication needs to include: 1) discourse competence in which conversations or texts may be structured using different principles; 2) sociolinguistic competence in which language users may draw on differing ideas about who may speak to whom, on what sorts of topics, on what kinds of occasion, in what manner and for what purposes; 3) cultural competence in which cultural norms and beliefs are used to interpret actions and language behaviour and to attribute values and interpretations to interaction. The problem is that our own perception of these aspects of language use is influenced by our own cultural background. It is all too easy to be unconsciously ethnocentric about such matters and to assume that our way is normal, logical or better than those ways used by speakers who come from other cultural backgrounds.

In learning English, students need to be constantly alert for shifts in meaning as participants use varying systems and principles of interpretation. Different contexts lead to different expectations which in turn lead to different interpretations of the same object. Similarly, the context of our own culture may lead us to interpret another person's words, behaviour or attitude quite differently from the way in which that person intends them to be interpreted. We may not be aware of the patterns of interpretation which members of a particular culture use.

Nevertheless, it is worth remembering that most of the time people from different cultures do get on with each other: as members of different cultures we share a common humanity. Good will and a friendly smile can overcome many barriers. Patience, trust and sensitivity are part of an international language of humanity which goes beyond words.

The Role of the Geometrical Visualisation in Problems Related to Algebra

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This paper considers the roles and effects of the geometrical methods in the mathematical problem-solving strategies. Sometimes the abstract algebraic methods are quite difficult and the teachers have to find other methods, such as the geometrical visualisation, to prove some equalities and inequalities, or to solve different problems related to algebra. The geometrical approach is very important in the case of combinatorial analysis and counting problems, too. The heuristic strategies include exploiting analogies, introducing auxiliary elements in a problem or working auxiliary problems, decomposing and recombining, exploiting related problems, drawing figures or generalizing. The geometrical visualisation is very important in such heuristic strategies, especially in cases the algebraic approach presents some difficulty and the students can handle the problem more easily with geometrical methods. In the primary school the children can operate with algebraic sums or combinatorial problems involving a small number of pieces. In the high school the possibilities of the generalisation appear, and the students possess a broad class of resources, such as the mathematical induction, the binomial formula, the Pascal triangle etc. With this set of tools the students can manipulate more difficult problems and the alternative of the geometrical visualisation becomes more interesting. In the special math classes, where the students knows differential and integral calculations, the teacher can combine the tools of integral calculations and the geometrical presentation to prove inequalities related to infinite sums. My presentation contains some mathematical problems with two or more solving methods, where the geometrical visualisation plays an important role. In many cases the geometrical visualisation is more interesting than the methods of algebra and the students can operate more easily with geometrical figures, than to make calculus with complicated algebraic formulas. The students' creativity increase, when they had to find the way how to combine the geometrical objects with algebraic tools. Therefore, it is very important to use the geometrical visualisation in the mathematical teaching processes and the implementing of the problem-solving strategies.

Health Education in Teacher Education and Professional Development

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The article presents arguments justifying the need for the expansion of education and training programmes for teachers to include issues aimed at both preparing teachers for the implementation of health education in schools, as well as active development of cognitive resources and subjective psychosocial competencies (life skills) in order to maintain and improve health. Teachers, required to act as health promoters at school, should be prepared not only to fulfil educational tasks for their students, but also to preserve and improve their own health. Long-term coping with psychosocial and psychophysical workload and accompanying stress leads to many negative health consequences which are extremely serious in the teaching profession. Many-year research on stress in the teaching profession provides a solid basis for the assertion that it belongs to the group of "high-stress professions." Despite the existence of legislation requiring employers to prevent and mitigate stress hazards in the work environment, the practical solution to this problem cannot be considered sufficient. Systemic solutions are needed to ensure such an organization of the working conditions that would minimize the risk of stress and allow teachers to obtain social support and adequate psychopedagogical assistance. The main postulate of the authors is to equip candidates for the profession and practicing teachers with the basic knowledge, skills and competencies necessary for the proper care for not only pupils' health, but also for their own health, enabling them at the same time to act as promoters of health for their students and for themselves.

The Use of Mind Maps for Creating a Short Video with Students

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Mindmapping is a widely known technique used in teaching. Based on associations of ideas, it is suitable for the attainment of a variety of didactical goals.

This paper presents a case in which mindmapping was used for organizing a student project. 22 television and media technology students were given a task in which they had to create a video about the Szentágothai János Research Centre in Pécs on 29th October 2012, when the naming ceremony of the Research Centre was held. The central concept of the project was a tv news like video about the Szentágothai Research Centre. In groups of 3 or 4 (six groups altogether), the students collected ideas that were related to the creation of that video, using the mindmapping technique. Apart from the central concept and instructions about the mindmapping method, no other details were given. At the end of the session, all six mindmaps were discussed in the whole group and jointly a 'to do' list out of the mindmaps was created. Finally, three students and the teacher created the video, based on the jointly created project plan. During the whole project, the teacher only had an organizing role during rather than directing the students.

The main point of the presentation is a qualitative analysis of the mindmaps, which demonstrates six different approaches to the same problem. Some mindmaps focussed on technical preparation, while others put more emphasis on the visual aspects of the video. The cognitive aspects of Bloom's taxonomy, especially analysis and synthesis, provide a useful framework for a deeper analysis of the mindmaps and the whole project. The mindmaps were not 'perfect' – but 'perfection' is not a goal here – but this provided a good basis for learning from other groups and stimulating students for further ideas, when the mindmaps were discussed.

It is concluded that this method was a success in terms of development of students' competences. The students were highly motivated to draw the mindmaps and also, actively participated in the joint discussion afterwards. The project stimulated them for creativity and active cooperation. The application of this method can therefore be a useful tool in the teacher's toolbox.

Best Practices for Using Mind Map in the Higher Education

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We can experience even on Internet that the educational-methodological application of the mind map is getting more spread far and wide. It is highly preferred by mathematics teachers, who communicate their positive experiences. In higher education students are used to the presentation-taking as teaching method, and after the initial difficulties they praised mind mapping: „First I thought it is useless to spend that much time with drawing, but then surprisingly I realized that I remembered the material that we processed with mind mapping a lot better.”

The presentation introduces the Hungarian interpretation of „mind mapping" and also it`s similarities with „conceptual map" drawn up by J. D. Novak and D. P. Ausubel psychologists. Tony Buzan`s method is also applied as a pedagogical research tool, but in this case we focus on it`s usage for didactic resons, which is different from the pedagogical one. However, we have been witnessing the successful application of this method at language teaching, also it`s effectiveness in the development of the understanding abilities of children with intellectual disabilities for years, we could not say that it is widepread in pedagogy. In addition to that, Tony Buzan`s name and success is rarely mentioned in relevant home publications and researches despite the fact that more than 80 works about the connection between the brain function and the learning process were written by either him indivdually or as a coauthor. His books were translated to more than 30 languages in more than 100 countries. He was deeply researching the methods of learning and taking notes. He invented mind mapping, which is used by more than 250 million people in the world. He published his book Use Your Head first in 1974. Since then more than 1 million copies in 20 languages in more than 50 countries have been published.

Within the frame of this presentation, we would like to introduce some practices, which were accomplished with mind mapping in different types of classes in higher education. This method develops effectivley the co-operation during the classes, the creativity, helps with processing the school-work, improves and accelerates the function of the memory and eases to remember, to recall the material. Mind Mapping can be integrated to more phases of the learning process and to the development of more skills. We would also like to present that in which classes, for which exercises and for what reasons we used mind mapping. Finally we would like to show a few works of our student made with mind mapping.

Influence of the Material and Technical Equipment of School on Application of Some Forms of Teaching in Elementary Schools

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Ensuring the quality and efficiency of the teaching process by application of different forms of teaching is conditioned by multiple factors. Today, in a world of knowledge which is characterized by all encompassing expansion of scientific knowledge and accelerated development of technologies, one of the most important factors in teaching is material-technical equipment of the school. Material-technical equipment of the school as one of its characteristics, relates not only on the existence, but also on constant innovation of material and technical resources and devices used in teaching; and it represents the basis for election, planning and practical realization of teaching forms.

By encompassing the practical reality, teaching technology and didactic media, material-technical side of teaching directly determinates planning, programming and realization of teaching activities; and defines their character, quality and success in realization of projected goals and objectives of educational work. A significant influence of material-technical equipment of the school is evident in the realm of application of different forms of teaching. Being the form of engagement of teachers and students, characterized by a kind of sociological organization, the forms of teaching are based and directly dependent on existence of material-technical prerequisites. Considering the fact that Serbia has set standards (*Normativi*) in this domain, which are similar to the standards of the developed European countries, we can ask the question: Whether they are the reality of our teaching practice?

With the aim to enlighten the reality of teaching practice, in this article will be presented the results of the empirical research on characteristics of material-technical equipment of elementary schools and the influence of the material-technical equipment of schools on application of some forms of teaching in elementary schools.

"Future in their Mind" – Teenagers' Career Concepts

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The values of young people have significantly changed in the past decades which in turn shaped their attitude about learning. Among their long-term goals are high paying jobs and easily attainable goals as the surest path to success, as opposed to a more persistent, diligent career building based on taking considerable efforts. During a study conducted in March, 2013 on a sample of 269 adolescents from Budapest I wanted to discover what concepts and life-goals they use to define their desired future, and to what extent these concepts and goals are determined by their family traditions and their success in school. My results show that the families of the most well-balanced, high achieving students with excellent records have an attitude of conscious and coherent planning toward raising children. These families believe that investing effort into their work is valuable, and have great respect for those who actively and persistently strive to overcome obstacles whether they are physical or intellectual. The model-giving power of the family is especially strong in the case of brothers or sisters where the accumulation of success in school is often evident. As opposed to their peers, adolescents growing up in such families have a higher level of desire for accepting social responsibility and a stronger strive for self-actualization realized on the ground of intellectual achievements. These teenagers have a stable self-concept, they believe in their own abilities and skills, and they also believe that they will eventually reach their most desired goals as a result of their diligent and hard work.

Comparative Study of Family Structure
of Asthmatic and Panic Disorder Young People

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Dynamic system approach offers a good framework for better understanding the operation of families. But the member's involvement in the events is hiearchical. The ability to change has also an important role in the life of the family. The damage or lack of this flexiblity can lead to symptoms by members. The child's illness is not simply the manifestation of symptoms, but it's also a solution for some kind of problem within the structure. The 4-dimension-model of coping from Bárdos (2003). gives us a good interpretation of somatization and psychosomatic disorders. Asthma is a classic psychosomatic disorder, while panic disorder is at the bordar of psychosomatic disorders and somatization problems. In my research I used Gehring's (2010) Family System Test (FAST) to explore the family structure of asthmatic and panic disorder young people in different kinds of situations. In most cases cohesion was the highest in the healthy population, while hierarchy was increased by asthmatic patients. The flexibility of cohesion and hierarchy shows a tendency among the groups. Both factors are inflexible in the astmatic patients' families. So what conclusions can be drawn from these observations? The stress within the family was embodied in different, but related forms by the members and manifested in various symptoms. Patients with asthma can be characterized by inward orientation and repression, while patients with panic disorder can rather be characterized by outward orientation and panic attacks. The typical and ideal family representations show that asthmatics patients can balance conflicts within the family, while people with panic disorder increasingly tried to get their freedom (detachment). Adolescence is the first period when panic attacks can occur for the first time in somebody's life. And this is the life stage when the young person has to be independent. However, the poor conditions and learned helplessness versus developing (and distored) cognition cannot support the individual to cope with his/her buried issues and the desire for liberation. Thus the crisis can lead only to a desperate attack. However, further investigation is necessary in order to interpret the results in a broader context, by means of which a more effective intervention can be planned.

Exploring Krashen's Hypotheses in a Classroom with Adult Learners

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Teaching adult learners is the ground for many kinds of different experiments. The level of motivation, the personal interest, the carefully-set objectives and the attitude towards language-learning are just some of the analysable factors when it comes to adult-based factors. Had it not been for Krashen's well-renowned hypotheses, professional teachers of languages would long have come to disclose somewhat similar: there must be some key factors that do determine how successful and effective language learning can be and how efficacious the process of learning turns out to be to make it easier for learners to come to the conclusion that all the effort and energy put in was worth it. That is to say the key factors must be kind of determiners and indicators helping both us, the teachers and the learners to have a clearer picture of what and how we do.

Having worked with adults for decades I have mounted up a significant amount of experience on teaching English and in the light of Krashen`s theory on language learning and acquisition, I have a personal point of view and I also have an own research done into this issue thus I would like to share all my results with my audience. The 5 hypotheses Krashen set up to define the basic factors that affect a learner`s attitude towards language learning all speak for themselves. Their justification is still to come especially when it comes to adults learning a foreign language through the process of lifelong learning. How conscientious can an adult learner possibly be when choosing the method with the help of which they are best able to commit a foreign language to memory? Do the factors affecting the success of language learning have an effect on all learners from all age groups, with different backgrounds and different objectives and attitudes towards learning?

The comprehensible input - which teachers need to set when teaching so as to provide learners with the level they are able to cope with - shall be born in mind so that the learner be always ready and steady to be opt to digest the information they are fed with. How can this level be determined in a classroom of adult learners from the aforementioned variety of learning needs?

In my presentation I am to fill the audience in on the background to actual teaching work done in a classroom with adult learners. I aim at exploring the key factors that do affect successful language learning.

Peer Nomination: Who is Gifted among Classmates?

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Giftedness has rich literature: many of them focus on the identification of giftedness, i.e. finding gifted people, especially gifted children. In most cases psychologists measure IQ based on the implicit or explicit concept, that high ability makes giftedness. IQ is a good start point in the process of the identification of giftedness, and this process may be continued for example by measuring creativity, motivation (see Renzulli's Three-Ring-Model of Giftedness – Renzulli, 1978, 1986); or it may involve measuring beyond or instead of the former factors many other qualities according to the psychologist's concept of giftedness.

When operating a program for gifted children it is a good practice when teachers tell which students are highly able, since teachers may have years of educational experience, they have an overview of which signs may reveal the students' abilities. In other cases parents are those who know the best that their children have abilities above the average, since they know their children the most. What about peers? Do classmates know precisely enough which students are gifted? Our answer is: it may happen…

This form of identification is not fresh. Let us think about the method of sociometry: students tell about their classmates, who among them are trustworthy, fair-minded, who is a good organizer, a good leader, who will be famous later in his or her life? We can also ask them whom they find gifted. This method may be not new either (see for example Mező, 2004). In our study we are trying to show that this method is worth to be applied and may also result in other interesting knowledge about students' thinking. How this thinking reflexes the teachers' opinion? How it changes over the years as children grow older? In our research we have over 400 students' data who attend school with normal curriculum (i.e. not with program for gifted). With the help of these data we are going to try to give answers to the questions above.

How are we Affected by the Personality of a Charismatic Teacher?

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We can find a lot of bibliography about what an efficient good teacher is like. These bibliographies make a long list of features whose two sides are the features of professional competences and characteristic features. The charismatic characteristic features have an influence on the whole behavior of the person, determine the relationship with the students and make teaching efficient. We will remember these types of teacher personalities and or have great influence on our life.

Bányai's colleagues (2001) examined what kind of effect could be in the background of the charismatic personalities. They thought the effect of the charismatic teachers to their students could be similar to the effect of the hypnotherapist to their clients in groups hypnosis.

In order to determine the characteristic features of the charismatic teacher I collected the characteristic features of the efficient teacher and made a 115 items scale of attitude. I asked the people who filled in my questionnaire to sign on a 1-5 scale how typical these features are for the teachers who played important role in their life. With factor analysis the result could be put into three groups of characteristic features. 1. emotional orientated or motherly style, 2. problem orientated or fatherly style and 3. authoritarian or autocrat fatherly style. The three types suggest that the charismatic teacher influences mainly our emotions and gives a strong model of identity.

The results can be compared with the list of characteristic features Bagdy mentioned (1994) in the list of optimal pedagogical abilities based on the expectations of teachers and students. He mentions that the teachers sometimes have to meet idealizing series of expectations. He emphasises the ability of creating security good atmosphere, emphatic attitude, high intelligence and good motherly and fatherly skills.

How can we Create an Equitable Classroom?

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Teachers need to think about what an equitable classroom looks like and how they would know one when they see one.

It is visible through continuous measurements that some classrooms are more equitable than others and we strive for more and more equity. The most important feature of an equitable classroom is that all students have access to quality curriculum, intellectually challenging tasks and equal status interaction with their peers, with the teachers and with the texts of schools.

We assume that equality is sometimes mistaken for friendliness. The reason for this mistake might lie in groupwork. Generally, we tend to consider classrooms that use groupwork friendlier because kids know each others' names and they talk to one another a little bit more. However, this does not mean equal status interaction. Even though the pupils are friendly to each other, they don't necessarily see particular students competent. Therefore they don't consider them as contributing as others and they don't expect these students helping the group to solve the task.

The aim of our presentation is to show how students can see each other as competent; contributing; capable of learning and colleagues and peers while engaging in serious content. We will also speak about specific status characteristics and status generalization. We will show the connection between H. Gardner's multiple intelligences and equity in classroom. Generally, schools do not provide the students with the opportunity to show their various competences apart from reading and writing. We would like to demonstrate that children are much more talented and skilful than what we think about them and also how we can take advantage of these skills.

The Problem of Training of Primary School Specialists in the System of Multicultural Education

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Multicultural education is an essential element of modern general education directed at ethnic integration and promotes awareness of the general and special traditions, lifestyles and cultural values of the people who live nearby.

Multicultural education helps eliminate the contradiction between education systems and norms of the dominant nations on the one hand, and ethnic minorities on the other. It aims the adaptation of ethnic groups to each other. Thus, multicultural education refers to the type of behavior that is called interethnic understanding, based on subject-subject relations.

Multicultural education is oriented to the education of the individual, which retains its socio-cultural identity, wants to understand other cultures and respects other cultural and ethnic groups, who can live in peace and harmony with people of different nationalities, races, faiths who is ready to creative activities in a dynamic multicultural and multinational environment.

The goals of multicultural education are tolerance, mutual exchange, interaction, active solidarity and understanding. Multicultural education is a process of deliberate socialization of primary school pupils, aimed at mastering the system of national and universal cultural values, formation of communicative skills that allow carry out intensive intercultural interaction, understand other cultures, be tolerant with native speakers.

The teacher, who runs the process of multicultural education of primary school children in the educational process in elementary school, must first of all recognize that multicultural education provides:

⇨ Assimilation of patterns and values of the national and world culture, cultural, historical and social experience of different countries and peoples;

⇨ The development of tolerance in relation to other societies, peoples, cultures and social groups;

⇨ Active social interaction with people of different cultures while maintaining their cultural identity.

Priority goal of multicultural education is to prepare the younger generation for life in a multicultural society. Efficient solution of that goal in practice is possible only with the reform of the national school system, which provides updates to the content of general secondary education, textbooks and teaching aids, as well as pedagogical culture of teacher, raising the level of his training.

Basic Principles behind an English Coursebook

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My English Elementary is a brand new coursebook written for Hungarian learners of English. In my presentation I would like to introduce the basic principles behind it:

1. *Vocabulary* is of prime importance: students need words to be able to communicate. Even though they will not learn every word they meet, the more words they are exposed to, the more words they will eventually learn.
2. *Accuracy* and *fluency* are both important, so plenty of material for the practice of both should be provided.
3. *Structures* are a convenient organising principle, but *functions* also need to be taught.
4. *Grammar* rules should be made explicit to the students. English can be very difficult for Hungarian learners, that is why rules are introduced gradually.
5. Language and tasks should be *personalised* wherever possible and made relevant to the students' own lives.
6. Students should be able to learn about other things as they learn English: English should be linked to *other subjects in the school curriculum* and to the world outside.
7. A coursebook should provide *interesting content*: it should be challenging and appropriate for the age group.
8. *All four skills* should be practised, at times in an integrated way and at times separately. But since reading and writing can also be done at home, a great deal of class time needs to be devoted to speaking and listening.
9. *Bilingual skills* as translation and interpreting are also important. Reading and listening comprehension are at times suggested doing in mother tongue.
10. The students should *do and say* as much as possible while the teacher should do and say as little as possible. This is why a lot of pairwork and groupwork are suggested.
11. A coursebook should be as *comprehensive* as possible in order to help the teachers who have little time, so it should provide them plenty of material of every type.

What Makes a Good Teacher?

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An evergreen issue is who teaches your offspring and everybody has stories about the teachers who taught them. When speaking about teaching everybody considers him/herself an expert. While diagnosing appendicitis would be unimaginable for anybody except for doctors, as everybody was a student for a considerable length of time we feel it easy to judge the teachers' work. We mainly remember the teachers we loved or just the opposite, those with whom we could not get on well.

Quite a number of scientific papers deal with the teaching profession and the teacher. In my presentation I aim to summarise some of the main theories about the ideal teacher personality and also I would like to compare the results of my own pilot survey with the academic theories. I would like to introduce the ideas of 45 young people about the best and the worst teacher qualities.

I conducted this pilot research to survey how students of different age (21.1 year-old on average) recall their best and worst teachers. The questionnaire was aimed to map the teacher qualities as students see them. I also wanted to find out if there was a link between the age of the teacher, more precisely between the career stage s/he was in and how much s/he was liked. I also hoped to find a correlation between the following two aspects: how much the student liked the teacher and the subject s/he taught.

When launching this pilot research I wanted to find out if the qualitative and the quantitative analyses indicate which qualities, the professional or the personal make a certain teacher memorable either as a good or a bad example of the profession.

I am sure that all novice teachers start their career with great expectations and the best intentions to become a very good teacher. Some succeed some manage some fail. In this presentation I would like to highlight the qualities these students and ex students find the most or the least desirable in a teacher.

The Structural Training of Professors and Leaders in 2010-2012 Built on the Assessment of the Széchenyi István University

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The Széchenyi István University is the first Hungarian higher educational institution where modern organisational diagnostic tools were applied in 2010-2012.

In the frame of the program a study was carried out on two levels:

I. period: organisational culture assessment (this is the first European higher educational institution, where Human Synergistics International number one in the world, statistical, valid and real measure was used, which is able to measure the efficiency of persons, groups and organisations)

II. period: private developments (carrying out the for university adapted training processes, which had worked out by companies)

Our hypothesis was, that this multiphasic assessment stand the demand of the employees of the organisation in the direction of the change strategy and made aware the role of the persons in reaching the marked changes.

In the light of the economical and political changes of the Hungarian higher educational environment this kind of awareness become especially important in achieving for the development of the university directed changes.

The subgoal of the research and development was to create a modern academic organisation which is able to meet the XXI. Century expectation, as well as to have professors of advanced, methodological skills teaching on high quality level at the university.

So the two periods was built completely on each other. Fall 2010 a standardised integral culture assessment was carried out with the method of Development Centre (DC), skills and competencies of professors and researchers were specified. The period of the training process Spring 2011 included the skills and cooperation development trainings of leaders and professors. On the basis of the DC results of the skills development training in spring were:

- assertiveness, conflict resolution
- professional communication
- project management
- Empowerment leaders training

In the Széchenyi István University as the impact of the successful project the professors started to change their own educational environment and curriculum. Based on the new methodology, student oriented, new educational and evaluation forms were appeared. As well as a structured human resource development system was introduced, in which regular pedagogic and personality development trainings are organised for the professors.

As project and educational leaders and as a couple of leaders for trainings we would like to demonstrate these results of the research development and innovation, in order to broaden the examples of the innovations in the higher education.

Education of Kindergarten Teacher`s in Serbia for Inclusive Conditions

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This paper discusses about new role of contemporary preschool teachers in the process of inclusion of preschool childern. The aim of this paper is to present changes in preschool teacher training brought up by inclusion process in Serbia. The paper presents the curriculum, the origin and purpose of education teachers to work in inclusive terms in Serbia. In Serbia, the inclusion process started five years ago and then there was a need to prepare teachers to work in this field. Across the country, there is an accredited education program for teachers to work with children with special needs and the specijalsitičkom level. These are specialized studies' College of Education Tutors in, the direction - a specialist teacher to work with children with special needs.

Will be compared curriculum direction for the inclusion and vocational teachers where there are elective courses specially-educational and rehabilitation groups.This paper discusses the competencies of teachers-specialists, examines how the role of preschool teachers today in Serbia fits into the European system of education. Thus, the students of Preschool Teacher Training College were questioned in the poll that was organized because of the changes of studying programme in this institution. This poll enabled us to get the insight into the present phase of the reforms that, as well as a hint to the further work.

Fears of the Children in the School Context

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Fear is an emotional reaction which results from the estimation that the situation, in which a person is, is dangerous and that it represents the threat for his welfare. As the fear and the capacities for overcoming the fear represent an important component of the emotional growth of the children, it is necessary that the teacher understands the nature of the children's fears in the school context and their influence on the cognitive activity of the child. The goal of this research is the determination of the presence of fear in the experience of the pupils in the school context. The subjects of the research were the pupils of the first, the second, the third and the fourth grade of primary school (N=228) from various towns in Serbia. The procedure of the research consisted of a halfstandardized interview with the pupils. Eight teachers, who were at the process of additional education at the Faculty of Pedagogical Sciences in Jagodina, collected the results. The results show that the fear is present in the experience of all the examined pupils. The pupils are afraid of the possible reaction of the teacher regarding their knowledge (lack of knowledge) and behaviour. They are afraid of the meeting between the teacher and their parents, they are afraid of the reaction of the parents regarding their grades and some behaviour, they are afraid of the negative evaluation by peers, public performance and communication with other participants in the educationally pedagogical work, such as the headmaster, pedagogue or psychologist. Statistically important differences between the pupils of the various age are not determined. The results of this research refer to the necessity of education of teachers, parents and other participants in school life in the direction of understanding the fears in children so as to prevent possible undesired results which long-term fear can have on general development processes.

General Education in Pedagogical School Documents in Kosovo and Metohija

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A term that has been frequently used in recent years by participants in pedagogical and educational work and which has become more important every day in Kosovo and Metohija is *curriculum.* It actually represents the overall course of education. In primary and general education curriculum originates from various sources: science, technology, manufacture, culture, understanding of nature, and understanding of people, pedagogical and psychological knowledge.

General education programs in Kosovo and Metohija try to cover as many areas as possible and they are frequently overloaded with complex contents and with contents of secondary importance since they are not taking into account the knowledge economy instead of choosing basic facts and leading ideas.

Contents of general education should stimulate the students, encourage them to do research, to ask relevant questions, to participate in the process of creative research in different areas using carefully chosen and correct data and information. As such, they have to be flexible, more frequently revised and they have to prepare students for practical implementation of acquired knowledge.

First Steps in the History of Modern European Languages Teachers' Training in Ukraine

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The history of modern European languages teachers' training in Ukraine started as early as the first Romance-Germanic Departments were opened in Kyiv and Kharkiv Universities at the very beginning of the 20th century.

Historical-philological faculties of the Russian Empire Universities opened on Ukrainian lands that were part of the empire, since the very moment of their establishment, were focused on the special preparation of teachers of classics (Latin and Greek), because these languages were strongly believed to produce an unrivaled educational impact on the minds and moral values of the youngsters. Modern foreign languages (German, French, English), being relegated at that time to the subsidiary position in terms of their educational influence, had not been valued highly enough to constitute a separate academic department.

A major educational shift away from the classics towards the modern languages at the end of the 19th century enhanced the necessity of establishing special University departments for training teachers of these languages. The first projects of educational curriculum for such departments were worked out by Prof. Khalanskiy in Kharkiv (1889) and Prof. Dashkevich in Kyiv (1892). But it took about a decade to practically implement the idea. As a result, the first Romance-Germanic Department was opened at the Historical-Philological Faculty of Kyiv University about 1906, followed in a couple of years by a similar department at the University of Kharkiv.

Another significant watershed in the history of English language teachers' preparation in Ukraine is connected with the activity of the Higher Women's Courses. They also followed the trend of setting up Romance-Germanic Departments (the first one appeared in Kyiv in 1909). Besides, they marked a radical shift towards involvement of women into the higher education and teaching (women were not admitted to the Russian Empire Universities and allowed to teach at boy's secondary schools till 1911-1913).

Built on the study of published historical and unpublished archive documents this presentation is focused on the analysis of the first institutional forms, their curricula, academic courses and other aspects of professional preparation of modern languages teachers in Ukraine. The study goes up to 1920, when in the course of setting a new social paradigm and reforming the system of people's educational establishments, Universities, as well as the Higher Women's courses, and their Romance-Germanic departments disappeared from the educational arena of Ukraine.

The outcome of the analysis may provide some useful insights into the process of building up the fundamentals of the professional education in the field of modern foreign languages; searching for the balance in theoretical and practical pre-service preparation and other problems of training non-native teachers of foreign languages.

Memories of Retired Primary School Teachers about their Studies

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The pensioned-off teachers of primary school – age group of 70 or 80 year-old persons – made up their mind in the period of one and a half decades after the world war to go on for higher education at a training college of primary school teachers. Interviewing a diminishing number of eye-witnesses about the process of their becoming a primary school teacher is a pressing task of our current research into educational history which is not to be delayed.

By means of interviewing: the verification of the fact that the students of the institute received a suitable preparation during the 4 years of the training for primary school teachers.

Basing on the national specialized literature in educational history, the hypotheses of the current research were as follows:

1. Professional values kept on functioning guaranteeing the successfulness of training.

2. The content and amount of the subjects in the training at secondary level made it possible to acquire the basic knowledge, expertise and skills, which ensured the successfulness of the effective work for primary school teachers.

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 comprised 178 persons. The sample offers a good representation about those graduated at a training institue of primary school teachers at a secondary level on the grounds of their social background and their going on for higher education.

On the grounds of the interviews we present the attitudes and experiences of those graduating at an institute training primary school teachers in a rather qualitative approach. During the analysis of the interviews the hypothesis was confirmed that one-time students already chose a profession with sense of vocation at the time of their choosing a career. They told about their teachers that they had taught and educated with committed professional expertise. The professional work of the institutes training primary school teachers was considered to be successful by every interviewed person without exception. The strengh of the one-time school type was thought to be the unity of theory and practice, the successfulness of practical training and the stressed methodical training. In the rememberance of all those interviewed there was a positive picture about the institutes training primary school teachers.

A Good Practice is What Works

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The TÁMOP-3.1.1 accentuated project's overall aim is developing education, this includes the education's professional and information technologies advocacy, furthermore it's quality assurance and follow-up. The participators in the project are the following: OH, OFI, Educatio. The 3. subproject, the training education assets in the development of complex programs. The development's areas: The programs which are made for all-day long schools: elementary school, the scientific education, the complex arts education, education for practical life, the catching up and the eco-school program. The collections of good practices relate to this.

The Good practice group's key task within the all-day school's frame is the use of good practice, furthermore the follow-up of the adaptation of good practice. The regulation of content will alter, so the schools are in need of renewal in this area as well. The primary goal is to help this transformation fit the good practice developed by schools. It is necessary to develop qualifying criteria. We formulate proposals for the procedure to be optimal. The good practices are available on-line. For the development we use the features of Web2. It is important to share their own opinions, their own material, on-line community. This knowledge is shared and used.

The good practice is very heterogeneous, so we divided their definitions into four practical categories. Because of this the teachers are able to access to the largest possible number of practices: from the simplest professional ideas to the systemic process. The essence of good practice is how much it works: a good practice is what works. Therefore, the area of functioning is the difference between the four categories. Note that this is not a quality difference!

What does it take for the good practice (description, classification, etc.) to be efficient for the teachers or for them to really benefit from them? Out of the conditions we shall deal in detail with the adaptation. This aspect hasn't received much attention until now, although the best practices are not static. Continued innovation is necessary. Many successful innovative programs are found nationwide, but practical descriptions of everyday education are mostly lacking. This deficiency causes a major difference. Not every is school creative-innovative-reflective. They ask, how can this be learned? The cooperation consists of many small circumstantialities. The adaptation is assistive-helping activity. All successful adaptations are a fulfillment of good practices in a new context. The new good practice is born and for example shapes the teacher's attitude, enriches the methodological tools, improves the school's internal and external contacts. This is learning from each other. The project's product will help with this: an adaptive 'know how' practical guide, which helps teachers as well as schools. The program works with 60 schools in this development.

The work group of the good practice has a further important task: the 50 hour school community service program, which is a precondition for graduation. It aims to strengthen students with extra-curricular activities to improve their social sensitivity, which serves the interests of the community in addition to the individual's development. For this we offer programs to help teachers, and also provide help-material.

Formation of Communicative Abilities and Skills in the Children of Primary School

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Communication is a necessary condition of human existence, without which cannot complete the formation not only of individual mental functions, processes and properties of the people, but also his personality as a whole.

The problem of communicative skills researched many outstanding educators and linguists of XIX-XXI centuries, such as M. Bunakov, F. Buslaev, V. Vodovozov, O. Potebnya, F. Fortunatov, N. Marecki, L. Bachman, M. Halliday, G. Manby and others. Despite the theoretical and practical advances in solving of the problem is still not disclosed the question of methods of communication students and effective technology training in communication skills.

Analysis of the theory and practice of language education indicates that the formation of communication skills determined by other regularities principles, than the mastering the language of or speech development because developing effective communication skills can be acquired only by traditional methods of language learning Dominate in this process should be the methods, which are based interactive activities (verbal and nonverbal), such as group discussion studying and thematic issues, discussion, dramatization of dialogic texts from the life situations, communication training and others.

These methods make the learning process nature of communication; help develop in students the ability to perform various functions of communication - informative, motivational, cognitive, regulatory, emotional, value-orientation and so on. In general, they are subject to training and communicative goals - installation, maintaining, preservation conversation, persuasion companion, encouraging him to accept a proposal and others.

Advantages of communication methods, in the practice of language education in the fact, that they focus on the simultaneous development of basic training and subject skills (oral and written speech, reading, listening, grammar, intonation, etc.) in the process of the training communication.

Thus, the language material is served in the context of real, emotional situation that facilitates rapid and strong remembering the thematic information of language. To implement these methods is typical cooperation persons of learning, such as working in pairs, groups.

Thus, high levels of mastering the communicative skills of speaking native language provides a foundation for further education and training in educational institutions and leads to a successful professional career in the future path of life person.

The Survey of ICT Equipment in a Primary School in Budapest and its Comparison to a Representative National Survey

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In the Europe 2020 strategy, the European Union has stated the expectations towards the member countries including the further development of the digital competence.

According to a representative national survey in 2011, the quality and the quantity of the information communication technology (ICT) equipment of the Hungarian primary schools are still far from the expected results. In general we have a ratio of 15 students sharing one computer in primary schools; meanwhile the EU standard would be 8 students per computer. According to the survey many of these school computers are older than 4 years, therefore they can be considered out of date.

Based on the three questions of the representative survey, I would like to analyze a primary school in Budapest – my school – to be familiar with the current ICT situation. I would like to compare the specific data with the national survey results. The questions that I am focusing on are the following:

    A, The survey of the school computer room
    B, The survey of the non-computer rooms
    C, The ratio of how many students have to share a computer

To summarize my results after the data comparison of my own school and the Hungarian school average, I can claim that there is no difference in respect of the ICT equipment but we have an outstanding result concerning the student-computer ratio as my school has achieved the expected EU level.

Although the existence of the technical infrastructure can not solve the educational problems, it can contribute to the necessary methodological changes that has to come and with which the growth of the educational efficiency can be realized.

It can be said that the use of digital tools does not directly mean efficient learning and to continue my research I will examine the student and teacher competencies as well.

Structural and Systemic Paradigm of Preparing Students for Humanistic Upbringing of Senior Preshool Age Children

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We classify the problems of training of future teachers to the humanistic upbringing of children, depending on the level of the scientific knowledge and the semantic significance, into the following groups: methodological, interdisciplinary, scientific, organizational and scientific-educational.

The subject-categorical definition of the basic concept "humanistic upbringing" belongs to the initial among *the methodological problems*. The analyzed concept reflects the priority factors of axiology in modern philosophy of education and the concept of the dialog interaction of the subjects in cognition of the world in the philosophical content; the social content of humanization of education is connected with the spiritual improvement of a society and the harmonization of interrelations between people; the pedagogical content of the humanistic upbringing in the broad sense is focused on the development of a child as the goal of education in which a teacher and a child are acting as subjects. In a special pedagogical sense the humanistic upbringing is considered as the interaction of children and tutors in the poly-subjective educational environment. The semantic concepts of the teacher training to the humanistic upbringing of children of the senior preschool age are related to the manifestation of the spiritual and moral paradigm and demanded by the contemporary challenges, as the base for all components of the education of children and decisive in the formation of a personality and training of teachers.

The interdisciplinary problems are the integration of knowledge (philosophy, sociology, history of pedagogic, psychology, pedagogics, and methodology of preschool and special pedagogical education) in the definition of the purpose and means of humanization of education and the creation of means of the multicultural educational environment.

The scientific and organizational aspects: the embodiment of the humanistic paradigm in the scientific and normative guidelines (the concept of pre-school and teacher education, the state standards of the higher education, the Base component of preschool education in Ukraine, training programs, educational qualification characteristics, educational and vocational programs) is connected with practical reform of preschool education in the principles of personality-oriented approach and the variability of educational space of preschool education, and also with the need for changes in the content and methods of forming the readiness of teachers to fulfill these challenges in the training on the principles of paradigmatic approach.

The scientific and pedagogical principles, which serve as conceptual in this research, are: subjectness (an identity of a student is both as a subject of teaching activities and a subject of self-development); poly-subjectiveness (interaction of all subjects of education); poly-aspects (training covers axiological, organizational, methodical, efficient units), systemic (training becomes effective if it is implemented as a system, which provides direct and indirect interaction of the factors of personal-professional development of teachers), the intellectual integrity and the structural completeness (implementation of preparing based on the humanistic paradigm in accordance with the stages of professional development of the future tutors).

General Education and Capital Theories

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In our presentation, based on the ideas of Coleman and many others, we assume that community places, institutions of general education and communities working within their frames not only possess social capital but they also develop and generate it. We believe that social capital occurring in the institutional system of general education is an essential condition of social cohesion, integration and the development of civil society. Community places, based on their fundamental activities, make it possible for cultural and social capital to be institutionalized, since they create opportunities, places and practices described by Bourdieu earlier for the individual's merging into communities. Cultural events (such as workshops, clubs, events of cultural communities) are suitable for the acquisition of cultural capital in Bourdieu's conception, since on the one hand they are proven to be fields of non-formal education, and on the other, they provide an opportunity for informal learning as well.

General education, as an institutional system and also as a cultural-social practice, provides time and space for the acquisition of the incorporated culture described by Bourdieu. This process, for which learning time is also needed, could be understood as the procedure of adult education and adult learning at community places. The acquisition-process of cultural capital takes place not only in the family and at school, but beyond that as well. The adequate places for these acquisition procedures are general educational institutions. The social capital appearing among the multiple relations (individual – individual; individual – community, community – community) of general educational institution systems develop human capital after all, and does it through improving the quality of life, expanding social relations and developing individual competences. Members of different communities could be parents, colleagues, church members at the same time, that is, the individual uses his social capital gained in one aspect in a second or third relation as well.

Communication Skills as the Key to Success in Professional Activity of Manager of Tourism

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Communicative activity considers to be leading for the future manager of tourism, because communication is the main instrument of work. Excellence in profession of tourism manager is closely connected with the ability of artistic ownership of linguistic means and techniques of communication. Therefore, communication skills are of great interest among other general skills of a professional in tourism.

Objective: to study the communicative skills necessary for tourism managers for success in professional activity.

Communication skills of tourism manager are understood as the ability to establish and maintain the necessary contacts with other people in the process of communication based on knowledge and skills learned during studying.

Formation of communicative skills of manager of tourism depends directly on the professional responsibilities, content of activity and the ability necessary to have to perform professional duties effectively.

Communication skills ensure the efficiency and effectiveness of communication. Communicative activity of tourism manager is usually a motivated interaction in order to:

• obtain, provide, and explain the information necessary for the effective performing of professional duties;

• influence, persuasion, encouragement of a man, a client, a employee to a certain type of interaction;

• meet the needs of people in communication.

Communicative skills of workers differ depending on the professional activity. We think that for the successful implementation of professional activity manager of tourism should possess the following skills: *strategic* - ability to plan the talk in order to achieve maximum impact on the interlocutor; *interactive* - the ability to build relationships with the communicative partners, to achieve effective interaction based on the shared interests; *perceptive* - the ability to perceive personal characteristics and behavior of partners in communication adequately, fairly and accurately, understand their motivations and experiences, individual characteristics properly; *lingo-communicative* - the ability to express thoughts and feelings clearly and correctly, to possess lexical richness of language.

So, the level of development of communicative skills influences the effectiveness of the work, the ability to defend their position, establishment of positive relationships with people, creation a warm atmosphere of communication. And at the same time errors in communication cause serious failures in the professional activity. The reason of many conflicts in the tourism industry in many cases is a low level of communicative competence, due to the lack of specific communicative practice and appropriate communicative skills.

The Problem of Mastering Scientific Concepts by Primary School Students

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Nowadays information richness actively promotes vocabulary enrichment of both adults and the youngest, especially students of primary level education, and dictates new requirements of the learning process. Primary school age children often spontaneously join new concepts to their speech without understanding the meaning. Educational programs also aim to expand the student's vocabulary with theoretical concepts, but unawareness of the word's meaning contributes incorrectly use of it or can even disappear from student's use.

Misunderstanding of words' content and inability to use them in speech negatively affects on the children's cognitive activity and their language development. Children who are not used to delve into the meaning of the word with difficulties understand or not understand its true meaning and are not able to use his skills free in writing or verbally.

The concept and its formation in the mind is subject of research in linguistics, logic, psychology and philosophy. In didactics concept is a form of reflection of reality, the meaning of which is generally defined by essential features of material objects and relations between them. Studying the process of developing children's scientific concepts was first started under the guidance of L.S.Vygotsky. Scientific concept is a word that a child learns at school, the terms which are built in knowledge related to other terms.

Formation the theoretical concepts of primary school pupils as well as mastering any concept based on mental processes, including perception, understanding, thinking, imagination, awareness.

Understanding is the foundation of scientific and theoretical concepts mastering. The problem of understanding scientific concepts is observed by P.Lindsey and D.Norman. They determined the criteria of understanding speech material. V.H.Androsiuk investigated the characteristics of scientific text understanding by students and others. V.S.Cherniak provided an explanation as a specific form of understanding.

The process of primary school students' understanding language units was studied by A.P.Semenova, E.N.Hopfenhauz, V.T.Badudin, E.A.Yevlahova, L.S.Slavina, L.K.Balatska, T.V.Kosma and others. Understanding the material shall be the basis of primary pupils' speech.

Psychological and pedagogical investigations of primary school pupils' mastering scientific and theoretical concepts are an essential foundation for the methodical study of this kind of concepts. But it is important to adapt these researches to the particular disciplines with considering the mental students' activity during their studying in elementary school.

The Right to Higher Education in the EU Context

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In my presentation I analyse the right to higher education from the aspect of European Union law. I introduce the main legal documents of the European Union that have regulated the right to higher education since the establishment of the EU. It is also worthy of mentioning how the competences of the European Union concerning higher education have developed.

Besides, I investigate the content of the right to higher education. In accordance with the EU regulation the right to higher education namely consists of several partial rights that are to be examined. These fields are e.g. the right to study, the equal access to higher education, the freedom of research, the freedom of students concerning movement and residence within the borders of the EU i.e. the mobility.

It is of utmost importance to give everyone equal access to higher education. The European Union considers this policy as a key to the success of the knowledge society. This eventually contributes to the success of economy, the strengthening of labour market within the European Union and last but not least to the competitiveness. Therefore, the involvement of the society in the higher education is of absolute necessity. I study the anti-discrimination measures of the EU concerning access to and participation in the higher education.

I take under quest the European education and youth documents from the point of view of equal opportunities. The subject of the examination is whether the anti-discrimination measures of the EU include adult education, the involvement of the disabled and the socially excluded, and finally gender aspects.

Cooperative Learning in the Hungarian Classrooms (?)

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As time changes, tools and techniques improve in education. It is obvious, that a teacher has to be up-to-date in the field of the new curriculum, strategies, methods and the contents of learning, but is it evident as well, that he applies the new(est) results of the researches?

The hypothesis of this presentation is, that the variability of organinsing the work (ie. learning individually, in pairs, teams, etc.) are not applied in the classroom education, however the use of these methods are widely known. The reason is mainly connected with the circumstances and the facilitation of the schools. The research involves more than 200 surveys filled out by students during lessons in elementary and high schools in Budapest. The aspects of the observation were the following: how does the classroom look like? How are the seats and tables organized? (1) Does the furnishing change during the lessons? (2) Which learning forms are used by the teacher? (3) The results of the surveys were analyzed with PASW 18 program. The results show, that the furnishing in the typical classroom consists of two or three pews (1), and there is no change during a lessons above a certain school year (2). The significant learning form was the teacher-centered approach (presentation or explanation), while the methods of individual work, working in pairs or team work are not commonly used (3). In those classrooms, where the pupils worked in teams, the proportion of the cooperative teamwork was not a considerable amount. This presentation takes an effort to give an explanation of these results.

Adult Learning: A Pleasant Experience or a Necessity?

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In the past few decades the concept of lifelong learning has become widely accepted and nowadays even middle-aged adults start attending formal courses again.

Adults are usually driven by some extrinsic motivation when they enrol in educational institutions for further studies. Only a few adults can afford to learn just for recreational purposes and not for further qualifications.

There are several factors which make learning more difficult in adulthood. First of all, adults not only have to study but also juggle their work and family responsibilities. These drawbacks decrease adults' chances of success with their studies, therefore these difficulties should be compensated by finding the best methods to improve their learning efficiency. Teachers definitely play a key role in this. Can they provide the right experience for these students to raise and sustain their interest?

Findings in topic-related literature suggest that adult learners need the same kind of encouragement and emotional support, interesting topics and helpful feedback by teachers as younger generations of students. This need for some incentive is naturally unconscious as it is regulated by biological and psychological mechanisms. Due to these mechanisms, learning can be perceived by the individual either as a difficult and boring or as a challenging and exciting activity. The latter type of perception occurs only if the adult enjoys the experience of taking part in the lessons.

The presentation highlights adult learners' reflections on their studies showing the significance of pleasant experiences which can provide a source of motivation for sustained learning. The study is based on written interviews with adults, the majority over 35, attending various types of formal courses and starting their studies with diverse motivational backgrounds. Some of them had to study in order to meet career requirements, while others joined the courses just for pleasure. The interviews showed how some learners' originally extrinsic motivation turned into intrinsic motivation due to the pleasant experiences during the course and, on the other hand, also how learners who joined a course for pleasure decided to give up studying because of the teacher's inadequate teaching style.

Currently, adult educators are expected to be aware of and consciously build upon the effects of good teacher-learner relationships, well-selected methodological tools combined with supportive feedback because one of the challenges that education faces today is to help adult students go through such enjoyable experiences that will motivate them and make them successful in the lifelong learning process.

Comparison of Paper- and Computer Based Testing Among Primary School Children

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In education the way of assessment and evaluation has been changed by development of technology, Paper and Pencil Tests (PPT) have been replaced by Technology Based Assessment (TBA). (*van der Linden*, 2000)Computer Based Testing (CBT) has become the most widely used and provides several advantages for both examiners and candidates. Transition to CBT can be carried out by digitization of PP tests. In this case the computer mediates the sequence of tasks remains linear (FIT – Fixed Item Testing). (*Csapó, Molnár* and *R. Tóth*, 2008)

The research aims to find the answers to the following questions: (1) Can CBT be used for testing phonological awareness of primary school children? (2) Does the test show any differences applied in different grades? (3) What about its efficiency? (4) Are there any difference between PPT and CBT?

The test group consisted of 1-3 grade primary school children (N=103). 45 of them solved PPT and 58 students completed CBT.

Data collection occurred in December 2012 using a 30-item test for measuring phonological awareness of children. eDIA platform (*Csapó* and *Molnár*, 2013) was used for the survey.

The test can be used reliably for both types, it is reliability (Corobach α) is over 0.71 all in the free grades. According to the student-level analysis, in the first and second grade the average achievement of students is higher when PPT is used. But in the third grade CBT shows better result. The standard of deviation is lower for all the tree grades in the case of applying CBT. Considering the time in PPT environment children needed less and less to solve the task as they were in higher grades but the opposite trend could be observed in CBT environment.

The advantage of CBT is that it makes testing more reliable, the results are available immediately, the time period becomes shorter, other testing conditions and contextual information can be measured, too. (*Csapó, Lőrincz* and *Molnár*, 2012) It is beneficial for the students as well because they can be aware of their achievement as soon as possible. Such rapid feedback can be much more effective and can act as an incentive for the student. As for teachers, they can identify the troublesome areas and then can concentrate on the correction of them. They can pay more attention to their students. The classes can be compared and the most suitable methods can be chosen to provide progress. The fact that teachers are able to observe problems and their quick response to them greatly promotes development.

The Examination of Early Stuttering by Speech Therapist

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With the increase equal opportunities and the integration approach neccesitate to get know the children who have speech impediment more, definition of the language profile. According to a speech pathological definition, stuttering is a communication disorder. Stuttering has an influance on the social behaviour and activity, too. The enviroment is an important factor in the development and maintenance of the symptoms. It can intensify or reduce the social inclusion, the participaton of the people with communication disabilities. Several investigations deal with the symptoms, therapies of stuttering, but the early stuttering, the development of the disorder is the subject of just few studies in Hungary.

We do not possess a suitable testing method and tool for getting to know the characteristics of communication, but it may be important to construct a more effective therapeutic programme, to facilitate the social integration of the stuttering people.

The lecture has two aims, first to summarize the current national and foreign investigations in the stuttering subject. On the other hand we would like to present the result of our „pilot" research, in which our aim was to get to know the stutterer child-mother interaction.

During the presentation we present the theoretical models and main stages in the investigations of stuttering. Thereafter we describe the current psychological, linguistic and speech therapeutic measures. Then we summarize the methods and tools used by the speech therapist during the practice of diagnostical work.

In the fourth part of the lecture we present the result of our research. In the investigation we examined the interactions between stutterer children and their mothers in a small sample. A recorded of a play situation was used for the analysis. The linguistic skills were discovered by structured interview with the mothers.

The main result is that the method for the examination is adequate for getting to know the mother-child interaction deeper. The data shows that the stuttering children start to speak later and their linguistic skills develop slower. We would like to analyse the results in a bigger sample in the autumn of 2013. The investigation may add important datas to the development of the future diagnostical and therapeutic work.

Adaptive Strategy Use in Mathematics Education

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The issue of strategy use has appeared in the theory of mathematics for more than 30 years examining mainly addition and multiplication strategies. More and more research deals with adults' and children's mathematical competencies concerning basic operations and strategy development in mental calculations. Programmes based on the results of previous research have been made up for preschool and primary school pupils in several countries (Spain, Australia). Research focusing on adaptive strategy use has been done in Hungary for some years.

The aim of this lecture is to sum up results of the empirical research on multiplication. In the first part of my lecture I present the different interpretations of strategy flexibility and adaptivity, I outline adaptive strategy improved SCAD model, and Mulligan and Watson's (1998) multimodal SOLO model.

Following this I summarize the important results of Hungarian and international results. One main conclusion is that our mathematical thinking is extremly diverse. The use of strategy shows very different features with adults and young children, gifted pupils or those having learning difficulties depending on situation, task and individual characteristics or even teacher's expectations.

The learned or newly developed problem solving strategies continuously change, adapt, some disapper spontaneously during a lifetime, that's why it is worth teaching more and more strategies to our pupils.

Finally, I'll outline some concept and methods of developing classroom strategies for improving multiplication strategy choice than can provide tools of differentiated teaching and adapt better into a new classroom culture suitable to cope with recent challenges of learning and teaching culture.

Support in Work with Talented Students

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In practice we have situation that talented students are falling behind even in relation to the basic curriculum although they can adopt it without special difficulties. Besides basic or obligatory programs, there are extracurricular activities within the school itself, summer and winter programs through clubs and camps. Thus, it is necessary for school activities to be organized in the way that talented students can make progress in accordance with their potentials. With a goal to examine needs of teachers for support to talented students, there has been a research with 50 teachers in eight primary schools in Vojvodina (Republic Serbia). Out of total number of participants, 38% of them believe that their basic education is sufficient for working with talented students, 58% believes that there is no adequate support in schools for work with talented students. Only 6% of teachers prepare IEP (Individual Educational Plan) for these students even beside the fact that 68% of teachers believe that IEP is extremely useful approach in work with these students.

Preparing Primary School Teacher for Work with Assimilation Ethnological Vocabulary

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The modernization system of the training future teachers on the basis of timely response to innovative processes that occur in schooling due to the fact that the primary purpose of education is the formation of strong scientific subject knowledge.

The result of underestimation the practical part is because of the most graduates do not perceive them self as a teacher and later some of them leave the education sector. Therefore, the formation of student readiness for the implementation of the basic functions of elementary school teacher requires new approaches. For this purpose, we consider it appropriate to emphasize the particular importance of training primary school teachers to work on the assimilation of ethnology vocabulary.

Ethnology vocabulary is an important semantic, emotional and aesthetic burden, because it saved human and national values, the genetic code of ethnicity. Ethnology vocabulary - is heterogeneous in origin, is a native semantics that reflects the specific features of the culture of every nation in the material realities to ambiguous symbols and can occupy different places in the semantic meaning word - from central to peripheral.

Ethno linguodidactic training the primary school teacher involves the formation of their ethnology, regional, socio-cultural competencies that they should become a future teacher during learning: knowledge and ability to use the features of speech behavior in relevant situations of communication, to ensure a culture of communication, acquaintance with the rules of etiquette, the formation of knowledge and ability of the rules of courtesy, the formation of knowledge and ability to identify and focus dialect peculiarities of speech, forming skills and prepare to present oral feedback about what they saw, heard, experienced.

Ethno speech competence of the teacher, in our opinion, includes three groups of components: 1) understanding and appropriate use ethno cultural words in their speech, emphasizing correctness, accuracy usage, coherence, consistency and argumentation statements, 2) ability to correctly choose the methods, techniques, types work to familiarize children with words, to encourage the use of these words in their own speech, and 3) awareness of belonging to a particular ethnic group, nation, love of native words.