

3rd IRI International Educational Conference

ŠTÚROVO, SLOVAKIA, 31 MAY – 2 JUNE 2015

PROGRAM
ABSTRACTS

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

2015

Conference organized by
International Research Institute s.r.o.

Place:
Hotel Vadas, Štúrovo, Slovakia

Scientific Committee:

AL-KHAMISY, Danuta, Ph.D., Academy of Special Education, Warsaw, Poland
BACA, Ferit, Ph.D., University of Tirana, Tirana, Albania
BANKÓ Marietta, Ph.D., Merilo Comimpex Srl, Gheorgheni, Romania
BANKOVIC, Ivana, Primary School "Bronko Radicevic", Sedlare, Serbia
BLANDUL, Valentin Cosmin, Ph.D., University of Oradea, Oradea, Romania
BRADEA, Adela, Ph.D., University of Oradea, Oradea, Romania
CZUJKO, Ewelina, Ph.D., Adam Mickiewicz University, Poznan, Poland
FEKETE Andrea, Ph.D., Kaposvár University, Kaposvár, Hungary
FLORCZYKIEWICZ, Janina, Professor, Siedlce University of Natural Sciences and Humanities, Siedlce, Poland
FÓNAI Mihály, Ph.D., University of Debrecen, Debrecen, Hungary
HAJDICSNÉ VARGA Katalin, Ph.D., National University of Public Service, Budapest, Hungary
HROZKOVÁ, Ivana, Ph.D., Masaryk University, Brno, Czech Republic
JÓZEFOWSKI, Eugeniusz, Professor, The Eugeniusz Geppert Academy of Art and Design in Wroclaw, Wroclaw, Poland
KARLOVITZ János Tibor, Ph.D., International Research Institute sro, Komárno, Slovakia
KESZTHELYI András, Ph.D., Óbuda University, Budapest, Hungary
KONCSEK Andrea, Ph.D., Liszt Ferenc Academy of Music, Budapest, Hungary
KULCSÁR Nárcisz, Széchenyi István University, Győr, Hungary
MOHÁCSI Márta, Ph.D., Nyíregyháza College, Nyíregyháza, Hungary
MOLNÁR Béla, Ph.D., University of Western Hungary Savaria Campus Berzsényi Dániel Teacher Training College, Szombathely, Hungary
MOLNÁR György, Ph.D., Budapest University of Technology and Economics, Budapest, Hungary
PAVLOVIC, Slavica, Ph.D., University of Mostar, Mostar, Bosnia and Herzegovina
SAVOVIC, Margit, Ph.D., University of Kragujevac, Jagodina, Serbia
TORGYIK Judit, Ph.D., Kodolányi János College, Székesfehérvár, Hungary
ZIELIŃSKI, Paweł, Ph.D., Jan-Dlugosz University in Czestochowa, Czestochowa, Poland

Vydal: **INTERNATIONAL RESEARCH INSTITUTE s.r.o.**
 Odborárov 1320/46
 945 01 Komárno
 Slovakia

ISBN 978-80-89691-24-1

Conference Program

8.00-9.00 Registration

9.00 Plenary

**Dr Adela BRADEA PhD (University of Oradea, Oradea, Romania):
Implementation of optional disciplines in schools**

31 May 2015

Presentations in Sessions

Session No. 1. 9.30-11.10 <i>Students</i>	<i>Chairman</i>	Andrea BENCE FEKETE: The talent support system of Kaposvár University
		Nóra BARNUCZ – Mihály FÓNAI: School exclusion and/or integration: experiences of empirical researches
	<i>Elza-Emőke VERESS</i>	Elza-Emőke VERESS: Childhood and Children's Literature in the Early Modern Hungary: Genres, Perspectives, Classification
		Andrea SZLIVKA – Erzsébet RÉTSÁGI: Knowledge of the physical values among students
		Ivana HROZKOVÁ: Learner strategies compared: A case study of a young learner

Coffee break

Session No. 2. 11.20-13.00 <i>Inclusion</i>	<i>Chairman</i>	Danuta AL-KHAMISY: The student with ADHD in the process of dialogue support for inclusive education
		Slavica PAVLOVIĆ: Inclusive school is (not) possible – pupils' voice
	<i>Valentin Cosmin BLÂNDUL</i>	Ágnes INÁNTSY-PAP: Greek Catholic Schools's added values in the most disadvantaged micro-regions of Hungary
		Ildikó LAKI: Education and training of people living with disabilities in post-communist countries
		Ibolya TOMORY: Teaching Methods and Styles with Cooperative Learning: An Intercultural Perspective from Australia

1 June 2015

Presentations in Sessions

Session No. 3. 10.00-11.20 <i>Teaching</i>	<i>Chairman</i>	Janina FLORCZYKIEWICZ: Subjective experience and narrative as a source of subjective development accompanying visual creation – constructivist approach
	<i>Tibor János KARLOVITZ</i>	Eugeniusz JÓZEFOWSKI: The visual thinking in education by art
		Katalin KISSNÉ GOMBOS: Archaic involvement: the effect of charismatic teacher
		Viktória BÁDY – Tímea MAGYARÓDI – Márta CSENGÓDI – Henriett NAGY – Attila OLÁH: The personality of „good teachers” chosen by their students, in virtue of positive psychological parameters measured by inventories

Coffee break

Session No. 4. 11.30-13.30 <i>Education for Adults</i>	<i>Chairman</i>	Emina KOPAS-VUKASINOVIC – Margit SAVOVIC: The Background and Opportunities for Curriculum Development in the Modern University Education
	<i>Judit TORGYIK</i>	Valentin Cosmin BLÂNDUL: Some Ways to Improve the Programmes of Non-formal Education
		Zsuzsa KOLTAI: Innovations, Trends and Challenges in Promoting Adult Learning in Museums
		Ilona SZÓRÓ: Social Activity of Teachers in the Non-Governmental Organisations of Agrarian Areas, in the 1940-ies
		Béla MOLNÁR: Structural Changes in Training Primary School Teachers in Hungary (1945-1959)
		Petra BENEDEK: Compliance Issues in Higher Education

2 June 2015

Presentations in Sessions

Session No. 5. 10.00-11.40 <i>Further Issues</i>	<i>Chairman</i>	Slawomir REBISZ – Ilona SIKORA: The main motives for choosing Poland as the place of study by Ukrainian citizens
		Ferit BAÇA: The Role of State in the Development of Education
	<i>Andrea JUHASZ KLER</i>	Andrea JUHASZ KLER – Erika VARGA: The examination of the factors determining career engagement for students preparing for a social job
		Aranka MÉSZÁROS – Ildikó BUDAVÁRI-TAKÁCS: Correlation between leadership effectiveness and personality preferences at a Hungarian independent financial advisor company
		Árpád PAPP-VÁRY: The Portrayal of the Advertising Industry in Hollywood Movies and their Incorporation in Marketing Education

11.40: Closing of the Conference

Abstracts

The student with ADHD in the process of dialogue support for inclusive education

Danuta AL-KHAMISY

Academy of Special Education, Warsaw, Poland

d.alkhamisy@gmail.com

The student with ADHD in the education system in Poland is treated as a student with special educational needs. Due to the current law about psychological and pedagogical assistance he needs specialist and educational support.

In fact, these students have still low educational achievements and difficulties in social functioning. It turns out that their problems are still ignored or unnoticed.

Accordingly, the author proposes the model of educational support which focuses on all kinds of teaching in practice such as instrumental, emotional and evaluative support.

Planning assistance for people with such type of needs requires above all a comprehensive diagnosis of the situation which involves the development, the quality of the environment and the nature of their relationship with the environment, as well as the formulation of the objectives and program of impacts at several time scales - short, medium and long term, taking into account the current situation of socio-cultural student's capabilities and resources, and its environment.

The following paper presents a proposal of social support for student with ADHD according to the model of the educational dialogue

The main task of the teacher and experts in education dialogue is COGNIZANCE, UNDERSTANDING and mutual support of BEING TOGETHER with the benefit of the student and the teacher. This proposal should encourage teachers and specialists to reflect, and to provide the right kind of support.

The Role of State in the Development of Education

Ferit BAÇA

University of Tirana, Tirana, Albania

feritbaca@gmail.com

Through this research effort aimed identification of some philosophical ideas about the importance of the state and the right of people for education. Although in the question why we need state have not found in common, will argue that idea of Locke, Hobbes and Rousseau on the state not fully exclude each other. State obviously is necessary to ensure freedom of the interior and the exterior. If we take a modern state, we see it as a liberal constitutional state protects the rights of people's natural, as the submissions. While state guarantees citizens freedom and security, citizens must obey him completely. Nobody has the right to make a resistance will be sovereign, even in case feels treated without right. To achieve democratic forms in a state, not enough to have well-functioning institutional structures and mechanisms, but must establish a mutual relation of citizens and society with the state. A state can achieve democratization, in the event that its citizens want and contribute to this process.

The personality of „good teachers” chosen by their students, in virtue of positive psychological parameters measured by inventories

**Viktória BÁDY – Tímea MAGYARÓDI – Márta CSENGÓDI –
Henriett NAGY – Attila OLÁH**

**Laboratory of Positive Psychology, Institute of Psychology, Faculty of Education
and Psychology, Eötvös Loránd University, Budapest, Hungary**

**badyviktoria@gmail.com, magyarodi.timea@ppk.elte.hu,
csengodi.marta@ppk.elte.hu, nagyhenriett.elte@gmail.com, olah.attila@ppk.elte.hu**

However the form and system of the qualification of secondary school teachers is integrated, anywhere around the world, at the end of the qualification people with different competences become teachers. We know this due to our experiences and due to pedagogical research too. Although it is not sure that the personality itself is the only factor that makes a difference between a „good” and an „average” teacher. It is known as well, that the results of any researches can be influenced by how we define a „good” teacher. Contrary to the former approaches, our research focuses on the positive minded and development oriented personality which is susceptible to transmit the knowledge pervaded by the flow experience. These are such positive psychological characteristics like the strengths and virtues, the savouring, the emotional intelligence, the wisdom, the psychological immunity or the flow ability. In our opinion these and very similar psychological factors play an important role in that, that somebody functions as a „good teacher”. In our research we asked the students of the Hungarian secondary schools, by an online invocation propagated by the schools to write us who they consider a „good teacher”. A part of this „nomination” was a questionnaire wherein the students evaluated the strengths of their teachers. 2700 excellent teachers were nominated and typified of more than 300 secondary schools by their students. In the next part of the research we took some online psychological questionnaires with the nominated teachers, which measured their strengths, global well-being, psychological immunity, the frequency of their flow experience and their emotional intelligence. The presentation shows, which strengths the Hungarian secondary school students characterize their teachers by. It compares the, through the questionnaires read and the, by the students’ teacher-characterization outlined strengths and weaknesses, searching the answer to the questions: what kind of strengths can a teacher be characterized by, who is popular and educates students documented talented.

School exclusion and/or integration: experiences of empirical researches

Nóra BARNUCZ¹ – Mihály FÓNAI²

¹ Nyíradonyi Kölcsey Ferenc Secondary and Primary School, Nyíradony, Hungary

² University of Debrecen, Debrecen, Hungary

bnoci85@gmail.com, fonai.mihaly@law.unideb.hu

Exclusion, and school exclusion as well, can be experienced in a well defined and complex behaviour which separate it from the other reasons of inequalities (cultural and material). It is very common experience, that the negative stereotypes - through the stigmatization - experienced in such special situations where the participants are goodwill, and are not aware of employing the widespread stereotypes, they maintain the exclusive behaviour and communication as well. School integration means and assumes contrary procedures like school exclusion. Besides procedures happening in the schools and classes, social and education policy has a key role in developing exclusion. It is negligible neither the effect of the local society around the school nor the way of its function.

We studied the phenomenon within the framework of an international project. One of the main tasks of the project was to propose a tool that would allow quick recognition of the first symptoms of the sense of exclusion in children belonging to a different culture in Hungarian and Polish schools as well. We have experienced in the researches that Polish students have more positive attitude towards exclusion than in the case of Hungarian students. Its reason is that the Polish education system has changed in the recent years and its present function. The Polish education system is much less selective than the Hungarian one. It means that the “selective education system” can result a bigger possibility of exclusion, because the Hungarian students have experienced much more level of exclusion in their own classes than their Polish peers.

In 2015 we study the phenomenon in local church schools. We expected based on the social capital theories that the level of exclusion will be lower and integration will be more present in their classes. Our results show that our hypothesis has completed partly, because they are able to reduce exclusion within a classroom and it thanks to their own social recreation of the faith schools and the effect and function of the institutional and families' social capital.

Compliance Issues in Higher Education

Petra BENEDEK

Budapest University of Technology and Economics, Budapest, Hungary

benedek@mvt.bme.hu

Efficiency in the 1980's, quality in the 1990's, compliance in the 2010's - private sector management techniques and mechanisms find their way to public services. Compliance management is a new perspective to keeping up with fast-changing and challenging legal requirements in education and other sectors. This paper will facilitate the understanding of how compliance management controls can improve operations and prevent or detect failure or wrongdoing. Especially IT compliance issues, like data loss or information privacy, affect the daily procedures of every department of any institution. The last few years' empirical research and benchmark studies (e.g. Deloitte, Verizon) demonstrate how organizations are confused about the use of compliance controls in support of operational compliance. Our key finding is that the underdevelopment of automated controls relates to compliance management effectiveness inversely. In effect, low budget and lack of trained and experienced professional staff present additional difficulties. This paper indicates that investment in developing an IT compliance strategy is a path to better integration of IT and compliance. Institutional culture and executive level support are found essential. Compliance-related discussion and research delivering shared experience and best practices could be beneficial and convertible to public services and the business sector as well. This paper proposes a variety of compliance related hypothesis for future research.

Some Ways to Improve the Programmes of Non-formal Education

Valentin Cosmin BLÂNDUL

University of Oradea, Oradea, Romania

bvali73@yahoo.com

Non-formal education (NFE) represents one of the most relevant forms of education which includes all kind of extracurricular activities that can help pupils to better acquired of knowledge taught by their teachers. Even it is seems so easy to put into the practice, NFE required a specific design created by teachers to help their pupils for a effective learning of knowledge from different extracurricular area (arts, sports, technology, literature, science so on). In such circumstances, professors should be well-prepared to better apply of NFE having didactic strategies for an effective teaching of extracurricular activities (ECA). Therefore, in the present study, we intend to identify the level of which teachers are able to improve some different NFE Programs proposed to their pupils. The instrument of research was represented by a survey composed from 25 items that was applied to 172 professors who teach some different scholar disciplines in pre-academic learning system from Bihor County, Romania. The results demonstrate that, even teachers are well-prepared in this field, having access to a lot of continues training in NFE, in practice they are confronting with several difficulties, that need to be overcome for improving the quality of learning process.

Implementation of optional disciplines in schools

Adela BRADEA

University of Oradea, Oradea, Romania

adelabradea@yahoo.com

In the view of current educational curriculum foreshadows an educational route based on a bid of the school education system and represents the direct and indirect learning experiences given to the students, lived by those in formal, non-formal and informal background. From the applied perspective in Romania, the curriculum is classified into core curriculum, respectively school based curriculum (SBC). The decision latitude of the school level, through the possibility of developing a SBC, is consonant with the democratization of society and is a chance of appropriateness for an open system with multiple options. The study assumed, that although created in Romania, a legislative framework in this respect, there are still many shortcomings in the implementation of this type of curriculum. The study strategy used was a complex one. It combined both quantitative research methods and qualitative ones: literature review (framework documents on educational policies), a questionnaire survey, an unchanging analysis. This approach demonstrates the need for changes in school organization and culture, so as to allow individualization of the school and create a personality of it, and on the other hand, to ensure students their individual journeys, according to their interests and skills, enabling them to choose.

The talent support system of Kaposvár University

Andrea BENCE FEKETE

Kaposvár University Faculty of Education, Kaposvár, Hungary

fekete.andrea@ke.hu

Abstract Development of talents is dating back to long centuries before, but the real essence of the idea has come alive in the 20th century. For this developmental process no exact scholar scheme can be created; uniformity does not make sense, since every person is different, with special behavioral patterns and inherited characteristics. In Hungary an outstanding program for developing talents has been developed, with Talent Points and Talent Help Councils as its main pillars. A Talent Help Council is a local or regional organization, which helps the recognition and development of talents by common social and professional efforts. In my study I will bring the example of Somogy county, where the first ever mentoring network of the country has been created; and provides opportunity for the development of talents on each level of common education, within and outside scholar environment. The Talent Point of Kaposvár University has developed its new talent support program, joining the Talent Support council.

The shared aim of the professors working at the Faculty of Pedagogy is to help their students find the field, in which they are able to show extraordinary achievements. They help the students recognize what they are talented in and provide them the necessary support to act on this field. The talented students are most often helped by pedagogues; however no one deals with the issue of pedagogues, who are talented and fulfill their jobs on the highest level. Within the boundaries of the professional talents' program future pedagogues can prove their skills in teaching competitions and sensitivity trainings. At Kaposvár University, Faculty of Pedagogy a three-step talent support program – based on the Czeizel-talent model – and mentorship for talented pedagogues have been introduced. During the sessions of Csokonai Student Talent Support Program each student is granted with the possibility to participate in research method lectures, rhetoric and personal development trainings and sessions how to create presentations. During the lecture the experiences of the past five years' talent support programs are going to be introduced. This new, three-step method has initiated cooperation in professional questions among not only students, but also pedagogues on our faculty.

Subjective experience and narrative as a source of subjective development accompanying visual creation – constructivist approach¹

Janina FLORCZYKIEWICZ

Siedlce University of Natural Sciences and Humanities, Siedlce, Poland

Adam Mickiewicz University in Poznań, Poznan, Poland

janinaflorczykiewicz@poczta.fm

The subjective development is the basic category in pedagogy, because it is the final goal of any educational activity. Undertaken discussions focus on subjective development in the area of art. The role of subjective experience and narrative, accompanying the process of creation, to stimulate of personal development was discussed. The starting point adopted constructivist assumptions, according to which there is no possibility of objectively reaching a reality. Individuals build their representations in the mind based on the interpretation of stimuli coming to them. The environment provides content that is intentionally assimilated into mental models, their choice is determined by compliance with the current structure of the mind (Piaget 1977).

The basis for the creation of representations of reality is experience. In the space of art mental representations of reality are based on subjective experience and narrative. Development of personality, which is the subject of this monograph is based on the subjective experience of the character concerning identity, leading to self-knowledge. Analysis of subjective experience has been so narrowed down to the aspect of constructing intrapsychic reality, relating to the knowledge of oneself, or the narrative of the subject concerning the “I” – self-narration. Its object is then the individual’s life – the events that it is composed of and the method of their interpretation (Trzebiński 2002).

The visual creation forms the space of mental transformations inspired by the artistic structure of the created artistic object. The symbolic form of the resulting visual object, as a result of concretization – completion with subjective content (Berger 2000), is an expression of subjective experience initiated in creation. This experience includes a reinterpretation of self-knowledge and expanding it with new values, at the same time it is a measure of the subjective development accompanying creation.

¹ Publication realized in the framework of a research project. The project has been financed from the National Science Centre's funds, awarded by decision no DEC - 2011/03/B/HS2/03496

Learner strategies compared: A case study of a young learner

Ivana HROZKOVÁ

Masaryk University, Brno, Czech Republic

ihrozkova@gmail.com

Learner strategies and the choice of them are affected by many factors such as learning style, gender, and age. Research conducted to date in the Czech Republic and other countries has showed that young learners exploit learner strategies according to R. Oxford's taxonomy (1990) but also certain learner strategies typical for this age corresponding with their cognitive and emotional development, e.g. cooperation with parents or doing practice test. Therefore, this case study aims to outline and compare the strategies a young learner used at the end of primary education and then at the end of lower secondary, i.e. compulsory education. The results were collected through a field-tested questionnaire and semi-structured interviews and indicate the difference in the repertoire of the strategies used by the learner in 2010 and 2014, her motivation, self-efficacy and learner autonomy.

Greek Catholic Schools's added values in the most disadvantaged micro-regions of Hungary

Ágnes INÁNTSY-PAP

Szent Atanáz Greek-Catholic College, Nyíregyháza, Hungary

inantsypapagnes@gmail.com

The Greek Catholic schools are in a situation which can be delimited relatively well both demographically and sociologically. They are primarily present mainly in the most disadvantaged regions of the country. Taking this fact into consideration beyond the state regulations concerning the educational institutions, that added value is particularly important which can be given by only denominational schools. Beyond the state provisions, the functional frameworks and guidelines of the schools of the Greek Catholic church are formed by papal regulations, encouragements, the synodical documents, and the guidelines of the Congregation for Catholic Education complemented with the ideas of the maintainer. The aim of my present study is to examine the theoretical roots of disadvantage compensation endeavours realized in Greek Catholic schools in the light of the documents of Vatican Synod II. In the XX. century it was Vatican Synod II. that brought one of the most vigorous view shaping changes in the educational and training view of the Catholic church. According to the moral of the documents of the Synod, it is more and more necessary for the Catholic church to turn towards the external world. This encouragement and fact contributed to the fact that the mission of Catholic schools also changed. The aim was no longer only to educate the catholic youth but also a much wider target group, and the aim was not primarily apologetics but to help the poor and marginalized groups. Catechesis became a faith and moral instruction putting a big emphasis on evangelisation, community, education with a holistic view and prayer. The schools rather committed themselves to the direction of social justice and service.

The aim of my lecture is to present some added values of these church schools comparing with the state-run schools in connection with social service' question.

The visual thinking in education by art²

Eugeniusz JÓZEFOWSKI

The Eugeniusz Geppert Academy of Art and Design, Wrocław, Poland

Adam Mickiewicz University, Poznań, Poland

eugeniusz@jozefowski.com.pl

Human learns about the surrounding reality through the stimuli received through the senses. Information contained therein forms the basis for the representation of the world created in the mind, constituting its subjective reflection. Literature lists the three most frequently occurring forms of encoding information based on different processes: visual (figural) which is a product of the imagination, symbolic, created on the basis of association, and semantic, accompanied by processes of thinking.

In the educational actions based on visual art what is important, is Visual thinking, based on the mental images generated in mind.

Image is a visual representation in the mind of the elements and phenomena occurring in reality, and the links between them. It can be generated in contact with the object, which it represents, or in its absence. In the first case it is the result of sensory cognition, formed on the basis of observations or sensory integration from a single object. Sensory cognition is the most primary; it always takes the form of images that can be corrected (modified and supplemented) based on the knowledge and emotional assessments constituting the previous experience associated with it. In case of physical unavailability of the object, the induced image associated with the stimulus is generated in the imagination in the form of an idea. The basis for its creation is the knowledge stored in memory traces, which are the sensory image - a reflection of the properties of the past phenomenon.

Images, in the meaning adopted here, are thus representations of reality. Depending on the type of image taking part in their creation - specific or general – the representation refers to reality, recalled or the created in the imagination.

Undertaken discussions focus on the visual information encoding and image as their medium. The subject of analysis is the role of Visual thinking in education by art.

² Publication realized in the framework of a research project. The project has been financed from the the National Science Centre's funds, awarded by decision no DEC - 2011/03/B/HS2/03496

The examination of the factors determining career engagement for students preparing for a social job

Andrea JUHASZ KLER – Erika VARGA

Szent István University, Gödöllő, Hungary

Kler.Andrea@gtk.szie.hu

The higher education courses for social experts started more than 25 years ago in Hungary. Since then more than 20 thousand students have earned a degree in social areas. Some of them quit their original jobs whereas a lot of these specialists still provide support as human assistants and regard their profession a career. Due to the huge amount of experience accumulated in both education and practice since then, in our empirical research an answer was sought to the question which personal and professional competencies determine the long-term engagement to a career and how the competency experience of the students correlates with their further career aspirations. In the research nearly 500 responses from students from 8 different Hungarian higher education institutions were analysed by applying questionnaires and tests accepted in international practice together with our own measures. Data were collected about the students' career decision self-efficiency experiences, their personality traits and also about the question how they see their future profession. Based on our results the students who had a definite idea of their future professional career even during their studies and were determined with improved professional and personal competencies during the training made up a distinct group and were more dedicated to their career. On the basis of our analyses it was empirically proved that the training types which provide opportunities for the conscious monitoring of personal and professional competencies by encouraging the student with their career adjustment are of great significance.

Archaic involvement: the effect of charismatic teacher

Katalin KISSNÉ GOMBOS

Eszterházy Károly College, Sáropatak, Hungary

knegomboskati@gmail.com

In our life, many of us have already met teachers who were and who are maybe also now close to us, who played an important role in our life. We remember to these personalities that we couldn't help but pay attention to him/her, we studied for this teacher's classes with pleasure, we had a good time at his/her classes. These teachers play an important role also in the future in the development of our personality, our attitudes and in the forming of our views. We usually connect charismatic to these personalities, we are talking about charismatic teacher personalities. The aim of my study reveals the characters of the charismatic teacher.

Hypothesis: I suppose that in the text transcript of the focus group's conversations about the charismatic teachers the admiration, the attachment, the fear of negative judgment and the need for dependency appear.

I planned focus group test with the aim of exploiting the people's knowledge, and giving a starting point to a phenomenon that is less known. I supposed that in the text transcript of the focus group's conversations about the charismatic teachers the admiration, the attachment, the fear of negative judgment and the need for dependency appeared. For this I made a content analysis. In the transcript of the ten focus groups' conversations I counted the word frequency with the Atlas 4.2 program, then I assigned the relevant frequent words to the factor groups.

Therefore I found that the relevant frequent expression taken from the transcript of the focus group's conversations are the elements of archaic involvement. Beside the archaic involvement, among the suggestive teacher's characteristics, the professional abilities are very important.

In the study, I made the factors more sophisticated. I determined the elements of the factor groups that I took from the experiences with suggestive teachers.

Innovations, Trends and Challenges in Promoting Adult Learning in Museums

Zsuzsa KOLTAI

University of Pécs

University of Pécs, Pécs, Hungary

koltai.zsuzsa@feek.pte.hu

The rapidly changing cultural, technological, social and economic environment in the 21st century effects not only the educational programs, visitor services and exhibitions of museums, but also the expectations of the society regarding the educational and social tasks of these institutions. Museums have responded to these changing conditions and they have undertaken more and more educational and social tasks in the last decades. From promoting mutual understanding, tolerance and dialogue between different social groups by offering museum learning programs which are developed according to the principles of cultural mediation to the special museum programs foster active citizenship or support special target groups as immigrants or the active elderly, museums have unquestionably extended their social roles. In our knowledge-based society museums play essential role in lifelong learning and they are getting an increasing importance in the field of formal, nonformal and informal learning as well. Museum learning has received special status in the organization and design work of exhibitions. Museums have to consider the needs and interests of the diverse audience in order to provide museum learning programs and exhibitions which promote the cultural and social roles museums are expected to undertake nowadays. An innovative museum is acknowledging how children and adults learn, it is aware of that people learn best when they are motivated and engaged and it provides various, interactive programs where visitors can learn actively.

Beyond defining the current trends and challenges of museum learning by examining the adult learning programs offered by American and European museums, the presentation reveals the good practices, innovative methods and initiatives which support adult learning in museums.

The Background and Opportunities for Curriculum Development in the Modern University Education³

Emina KOPAS-VUKASINOVIC – Margit SAVOVIC

Faculty of Education University of Kragujevac, Jagodina, Serbia

ekopas@rcub.bg.ac.rs, margo@neobee.net

The authors start from the theoretical assumptions for curriculum development in the system of university education. In accordance with the needs of the modern and knowledgeable society, university teacher has the task to constantly evolve the curriculum that will contribute to the quality preparation of students for future jobs. In such curriculum, the conditions allow creating the development of modern teaching and learning strategies. Modern education involves developing an internationalized curriculum, which establishes a requirement for development on the global competencies of students and their readiness for learning in an international context. It also tends to be the modern curriculum that creates the conditions for identifying, encouraging and directing the creative potential of students and their professional competence and enabling the development of a knowledge and management system. The aim of the research was to determine how students recognize the aforementioned theoretical basis for curriculum development in the system of modern university education. We apply the descriptive method and process of interviewing students with whom we conducted research in the organized focus groups. The survey results confirm that students are very well aware of the concrete starting points for curriculum development, whereby they also emphasize their importance and responsibility for its realization.

³ Note: The article is the result of work on projects of encouraging initiative, cooperation, creativity in education to new roles and identities in society (no. 179034); and Improving the quality and accessibility of education in the processes of modernization of Serbia (no. 47008), funded by the Ministry of Education, Science and Technological Development of the Republic of Serbia (2011-2014).

Education and training of people living with disabilities in post-communist countries

Ildikó LAKI

**University of Szeged, HAS Centre for Social Sciences Institute for Sociology,
Szeged, Hungary**

b.laki.ildiko@gmail.com

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

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

Correlation between leadership effectiveness and personality preferences at a Hungarian independent financial advisor company

Aranka MÉSZÁROS – Ildikó BUDAÁRI-TAKÁCS

Szent István University, Gödöllő, Hungary

meszaros.aranka@gtk.szie.hu, Budavari-Takacs.Ildiko@gtk.szie.hu

Background. It is well known that the importance of a great leader is crucial in a successful company. Several studies research about what are the most important skills and characteristics what make a head of a team, department or company a great leader. Present study is inspired to make a correlation between effective leadership and personality preferences using the dimensions of the Myers – Briggs Type Indicator.

Objectives. The MBTI method is based on the theory of typology by C.B. Jung. This theory uses the combination of basic functions and preferences what determine the development of the personality to explain the differences of human behavior.

The preference pairs are settled along the four dimensions: Extroversion (E) – Introversion (I), Sensing (S) – Intuition (N), Thinking (T) – Feeling (F), Judging (J) – Perceiving (P)

Methodology. 68 leader was examined at a Hungarian financial advisor firm. All participants filled out the Myers – Briggs Type Indicator test.

Results. The research studies the main tasks of the leaders at the financial field. Furthermore, four hypothesis was introduced, each examines a dimension regarding which preference is needed to be a successful leader. Results are interpreted in the fields of human resources, and financial leadership studies.

Structural Changes in Training Primary School Teachers in Hungary (1945-1959)

Béla MOLNÁR

**University of Western Hungary Berzsenyi Dániel Teacher Training College,
Szombathely, Hungary**

mbela@mnsk.nyme.hu

Besides recognizing the facts mentioned in former publications (according to which training time was reduced to four years from 1949 and there was a withdrawal in training teachers of primary schools instead of developing it), it is necessary to point out that training teachers of primary schools could also show results between 1945 and 1959. The teachers and students of the training institutes were able to keep the values that have been forming and becoming richer for centuries and they were capable of bequeathing them for the next generation.

It is the subject of the thesis to explore the changes in the structure of the training of primary school teachers in Hungary in the last 15 years of the training at secondary level. Among the objectives it was formulated where the training of primary school teachers was situated in the system of teachers' training and what intentions presented themselves in connection with the modernization of the training.

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

The changes occurring in the system of education entailed the change of training primary school teachers. The formation of training primary school teachers was in connection with extending public education. When re-organizing schools at secondary level, the training cycle of training primary school teachers was reduced.

In 1944/45 the dual structure of five years created in 1941 survived, in this system the students of the third year of a lycée could go on for higher education at the 4th then the 5th year of a training institute of primary school teachers.

In November 1947, two pedagogical colleges began to function in Budapest and Szeged where class teachers were trained for primary schools and so were trained specialized teachers for teaching certain groups of subjects at the senior section of primary school. Training time comprised 6 semesters at the college. In 1948 ecclesiastical schools were nationalized then the Minister stopped the training of primary school teachers at secondary level. Pedagogical colleges functioned on the grounds of their original objectives until 1949 then the training of primary school teachers was made a task of colleges.

In 1949 a system of general and specialized secondary grammar schools was built up. Pedagogical secondary grammar school became a formation that lasted four years adapting itself to the system of secondary schools. Pedagogical secondary grammar school prepared for studies at higher level, on the other hand, it offered a specialized qualification of primary school and kindergarten teacher. In 1950 a decree with legal force created institutes of training primary school teachers.

The Portrayal of the Advertising Industry in Hollywood Movies and their Incorporation in Marketing Education

Árpád PAPP-VÁRY

BKF University of Applied Sciences, Budapest, Hungary

apappvary@bkf.hu

The use of movies is a neglected tool in marketing education, although there are a large number of motion pictures that feature professionals who work in advertising, marketing, or public relations, and these movies could be used excellently as illustrations in classrooms.

At the same time it is a fact that movies often stereotype these professions; furthermore, in the majority of cases, they depict them negatively. This, however, is probably just the result of the negative public image of the advertising industry in general, and movie makers' efforts to create portrayals that are as dramatic as possible.

In this study we examine how 27 films depict the marketing and communications profession, with special regard to the characters' personalities, clothes, appearance, family status, attitude to work and harmful habits.

As the results of the study suggest, we could state that people in advertising are workaholic lying males with chaotic private lives and harmful habits.

But how much of this statement is true? It would be easy to say 'none of it', but interviews conducted with Hungarian creative professionals have proven that half of it is actually true.

We can conclude that by watching these movies students may see a more or less exact representation of the advertising industry, understand the pros and cons, and find out if they really have the motivation to work as advertising professionals.

Inclusive school is (not) possible – pupils' voice

Slavica PAVLOVIĆ

**Faculty of Science and Education, Dpt. of Pedagogy,
University of Mostar, Bosnia and Herzegovina**

godotcici@gmail.com

Inclusive education became officially an integral part of the education in our country in June 2003 according to the Framework Law on Primary and Secondary Education in Bosnia and Herzegovina still in vigour. It has been the focus of a number of research, discussions as well as dilemmas and disagreements, so far. However, most of the research was based on the teachers and to a less extent to parents' attitudes towards inclusive education, while the pupils' voice was mainly neglected. The core of this paper is the survey research conducted through the five-point Likert-type scale, in the first half of 2014, on convenient, stratified sample consisted of 300 pupils attending the final year of two primary schools in Mostar (Bosnia and Herzegovina). The aim of the research was to examine the primary school pupils' attitudes towards inclusive education in general. The research revealed the negative attitude of the pupils as a result of their lack of adequate information on inclusive education and its benefits as well as a result of their sense of being neglected in the school itself in which their opinion(s), idea(s) and voice have been neither asked nor listened although they expect it from their teachers. On the other hand, the positive attitude of the pupils was noticed in terms of their willingness to help the pupils who have special needs, in particular those with developmental difficulties. Therefore, such pupils' readiness should be perceived as an important resource on which inclusive education should and could be built and/or improved in our schools.

The main motives for choosing Poland as the place of study by Ukrainian citizens

Slawomir REBISZ

University of Rzeszów, Rzeszów, Poland

rebiszuniv@poczta.onet.pl

Ilona SIKORA

Foundation in Support of Local Democracy, Rzeszów, Poland

ilonasikora89@onet.pl

Students' educational migration is one of the phenomena characteristic of the globalization processes. It has been growing dynamically since the 1970s. A number of young people studying abroad has grown globally from 0.8m in 1975 to almost 5m in 2014.

This process has also affected Poland, especially since the fall of the Iron Curtain at the beginning of the 1990s, Poland joining the EU (2004) and the Schengen Area (2007), and its inclusion in a number of European educational programmes, such as Socrates and Erasmus. Among foreign arrivals, Europeans certainly dominate Polish universities at almost 79% of all foreign students. Among them, in the academic year 2013/14, there were students from Ukraine (42.4%), Belarus (14.7%), Norway (6.8%), Spain (5.8%) and Sweden (5%). Altogether almost 2/3 of all European students who came to study at Polish universities came from these countries.

It comes therefore as no surprise that educational migration has become a subject of many sociological and economic studies. Their authors usually use the push-pull factors model i.e. they investigate the factors that "push" students out of their own countries and those that "pull" them to the new place of study. Our research on foreign students in Poland has been approached from a similar angle. In fact, we set out to find an answer to the question "*What made foreign students from Ukraine leave their country and why did they choose to study in Poland?*" To find our answers we conducted questionnaire interviews on a random purposive sample of foreign students from Ukraine (N=83). In addition, to avoid the risk that the resulting correlations were accidental and the knowledge yielded in this way false, we also used the triangulation procedure – a supporting, in-depth qualitative study involving a focus group. We altogether managed to hold 4 sessions, during which students discussed the issues previously raised in the questionnaire interviews.

The results obtained in the questionnaire study and in the focus group sessions were sorted and analyzed statistically (quantitative and qualitative analysis), which allowed us to find out about the main motives influencing students' migration decisions as well as the factors "pushing" them out of Ukraine and attracting them to Poland.

Knowledge of the physical values among students

Andrea SZLIVKA – Erzsébet RÉTSÁGI

**University of Pécs, „Education and Society” Doctoral School of Education,
Pécs, Hungary**

szlivka.andrea@gmail.com, retsagie@gmail.com

The tools of body culture and the related knowledge together with the health promoting effects of nature are extremely important for children to develop their personality in the right direction. In addition to this, these children will become adults who like to exercise, bearing their health in mind and demanding life. The introduction of compulsory daily physical education in Hungary is considered as a source of exciting research themes even for those who live outside the borders of Hungary, in towns populated by Hungarians and taking part in Hungarian teacher training course. This new situation is even more focusing the attention to the importance of physical education and for this we may mark several reasons. First, that the physical education is one way to the foundation of a healthy lifestyle. Healthy lifestyle is characterized by the fact of how often are members of the society involved in physical activity. The love and demand for health-conscious behavior, the regular physical activity and sport can be achieved at a young age if the public education loads appropriate role and provide opportunities of its implementation. The second well known fact is that the student youth in physical activity has been declining in recent years because the TV and the Internet are more popular free time activities than sport and outdoor games.

So, in one side there is the physical education with its important values, on the other side there is the weakening interest in physical activity. We can hope that the effects of daily physical education will change the existing situation. However, to the real judgment of opportunities there is examination of two important questions that seems to be necessary: Does the teachers have adequate knowledge and competencies about daily physical education to turn their knowledge into practice? Does the schools infrastructural, facility and material preparedness can ensure the effective implementation of daily physical education?

In our study we try to find the answer for, that what kind of knowledge do the students of Hungarian Teacher Training Faculty have about body culture values. Based on the results, we want to draw conclusions as to the event of such a provision in Serbia, chances of prospective teachers can meet the professional challenge.

Social Activity of Teachers in the Non-Governmental Organisations of Agrarian Areas, in the 1940-ies

Ilona SZÓRÓ

Hungarian Library Supply Nonprofit Ltd., Budapest, Hungary

szoro.ilona@kello.hu

In the first half of 20th century, in the wide spread of agricultural areas, in the villages, and among the diffuse farms, there were a lot of non-governmental organisations, associations, reading circles, and farmers' societies established, which organised the education, adult education, and entertainment of local inhabitants, and also represented their social endeavours. The teachers of local schools played an important role in the establishment and the activities of these organisations. There were relatively few people having appropriate, thorough grounding in, knowledge, and awareness for uniting the community, wording the inhabitants' endeavours, establishing the framework for the organisations, and managing a high standard cultural activity in the smaller villages and towns, consequently local teachers were expected to play an important role in executing these tasks. In territories situated far from towns and cities, there were generally only two community cultural institutions operating: the school and the local educational association, which were closely interrelated, and which mutually supported each other. In most of the places, teachers took part in establishing the association, wording the deed of association, and setting up the framework of the organisation and the habits of operation. At several places, the teacher was elected to be a member of the management of the associations, where he or she usually had the function of the notary or the librarian. While in other cases, the local teacher did not agree to be an official member, but he or she continuously collaborated in the preparation and organisation of the association's programs. Teachers trained all those who acted in the performances made for celebration purposes, directed and rehearsed folk song, folk dance, and amateur theatrical performances. Teachers also held lectures on various public education or public life topics, organised public educational and economic courses for the members of the associations and the inhabitants of the surrounding area. On the other side, non-governmental organisations supported the local school in everything.

As part of a long-lasting research surveying the social associations' activity in agricultural areas, by processing archive documents, reminiscences of former participants, and the related literature, it became possible to explore the close interrelation between schools and non-governmental organisations, and to map the manifold activity local teachers had in the agrarian society's associations.

Teaching Methods and Styles with Cooperative Learning: An Intercultural Perspective from Australia

Ibolya TOMORY

University of Debrecen, Debrecen, Hungary

itomory@yahoo.com

Cooperative learning is an educational practice based on work in small groups. It is a relatively well-documented practice that many teachers have successfully used in the practice of teaching, while others struggle with implementing it in their everyday work.

Through interactions students can learn to share ideas, cooperate each other, talk about differences, different perspectives, construct new understandings.

This paper describes some of the university students' perceptions, comments, who learn with cooperative methods, on the other hand reports on the perceptions of teachers who use different cooperative methods in their teaching. The data were collected during the winter semester in May-June 2014 at University of South Australia.

Data from the interviews with social pedagogy and teacher training postgraduate students and their teachers indicated that they have positive opinions and experiences on cooperative learning but initially there were difficulties with implementing in everyday practice. Students and teachers' reflections is that it can help them in a very important issue: development their social and intercultural competence what is one of the most important of an ethnic, international environment in which they have to teach and to learn, and then later work (eg. ethnic minority groups, foreigners, immigrants).

The students expressed that they value the mix traditional lecturing with cooperative tasks, they like working with variety of activities, the small-team work and whole-class discussions, the clear focus on one or two central ideas, and the authenticity of the tasks.

My conclusion is that cooperative learning changes traditional methods of teaching, the current participants of education will need to interact with each others in transnational teams in the workplaces of the future, especially in higher education.

Childhood and Children's Literature in the Early Modern Hungary: Genres, Perspectives, Classification

Elza-Emőke VERESS

Babeş-Bolyai University, Cluj Napoca, Romania

veresselzaemoke@yahoo.com

Theories related to childhood and children's literature live together in an inseparable dichotomy, as childhood represents the main topics for many permanently renewed argues on how we summarize its nature, its relationship to the culture, on how we define the child-reader, when the concepts of childhood are in perpetual change. At the beginning of my presentation I will list some theories and aspects related to the history of childhood, to its interpretation and evaluation differing from author to author. In order to outline the variety of approaches we should define childhood as a phenomenon of the society, as a cultural and social construct. My aim is to present these approaches of the history of childhood, which became quite opportune in the context of interdisciplinary researches in the last years, such new sociology is, and to present the possibility of applying this approach in researches like history of education, of childhood and of books, highlighting as well some institutional practices affected by the baroque views on the human nature and on children.

Based on this introduction the main target of this paper is to outline the nature of the children's literature in early modern Hungary in devotional, educational, social and historical context, but to analyse also the main aspects of childhood in straight relation with culture, reading habits, educational trends, teaching goals, methods and contents. For this I will regard on some theological, devotional and pedagogical works, which contain several issues related to childhood, education, family life and socialization, but on schoolbooks also containing methodological guides included in prefaces and epilogues, or separate capitols.

In my presentation I will delimit some genres belonging to the children's literature, not just literary works but schoolbooks also ('abcie' books containing catechism or preaches, catechisms, manuals of behaviour, books of advice, adaptations of the biblical text), in order to remark the author's educational intentions, and to depict their role in the early modern literature as being separate texts promoting religious practices, being translations or adaptations of the schoolbooks used in other countries, but yet part of a separate literary phenomenon produced by the huge impact that reformation and counterreformation had on culture, literature and education.

To role of this paper is to raise the cultural significance of the children's literature and children's books condemned to marginalization.

ISBN 978-80-89691-24-1



9 788089 691241