

STUDIES

János Szüdi

3 *Criteria to enter the next school grade*

Defining the criteria to enter the next school grade is the authority of local curricula. No effective Act, Statute or other regulation on the national level defines the achievement necessary for the learner to proceed in the educational institution. In fact, the point of non-disciplinary education is to promote learners' skills and abilities. There is no reason why all the learners should reach a pre-defined level in all areas at the same point in time. Furthermore, it is unnecessary to demand the same achievement from all the learners in all areas in the whole period of school education.

Aranka Varga

16 *Chances of social inclusion for children in care*

How does child care as an environment determine the socialization of children? As a result, what capital can they accumulate in order to successfully integrate into society? The present study overviews theories of educational sociology that describe institution and family as coefficient factors in socialization from the perspective of school success. This is complemented by a summary of reasearch findings about children in care.

Nikoletta Hudra

25 *Possibilities in the correction of problem behaviour*

The number of children with behavioural problems has been rising for years. The reasons are different: social factors, financial and material problems and the effect of acceleration. These problems frequently occur in schools, where children spend most of their time. I think it is not only the role but the duty of the schools to help these children. The present study lists the necessary methods and facilities with the aim to help colleagues and teachers in their corrective action.

Posta Laura

41 *How to facilitate resilience in the school setting with a special focus on the teacher's use of self and the role of the peer group*

Teachers' personalities, the pedagogical principles and values they represent and the peer group are all potential resources waiting to be tapped in the process of education, whether it be the case of problem behaviour, learning difficulties or just ordinary schoolchildren. This paper is built around the concept of resilience (a self-recovering ability) with an emphasis on the role of the

teacher's personality and the peer group. In addition, it gives an overview of practical methods to develop resilience as a competence, effectively compensating for behaviour problems and/or learning difficulties.

Gyöngyvér Molnár

51 *Playful ways of promoting inductive thinking in primary school pupils*

This paper describes a programme specifically geared towards the development of inductive thinking in primary school pupils in an easy and entertaining way by summarizing the methods, effectiveness and experiences of the implementation. This non-subject-specific development programme, designed for the 6-8 age group, was tested on underprivileged learners of five different forms for eight weeks. The findings have confirmed those of the preliminary tests: pupils' inductive thinking can be successfully stimulated.

Vera Tarján

65 *Disorders in perception and production of spoken language and their effect on reading and writing skills*

Social recognition largely depends on how we use language, both in speaking and in writing. That is why it is essential to promote language competences, to acquire and master the mother tongue on a high level. The optimal base of acquiring reading and writing skills is a normal speech and language development in the early years. Children with imperfect speech and language development in early years are disadvantaged in school. Recognizing such problems and finding ways to solve them is a real challenge for teachers.

THE HISTORY OF EDUCATION

Viktor Karády

74 *Multicultural professionals in the Austro-Hungarian Empire? Part 2*

The available biographical files of medical students of the University of Kolozsvár/Cluj (1872-1918) permit an experimental study of socio-historical factors of the selection and the education of the student cohorts concerned. The paper discusses the message of a number of quantified indicators on religion, ethnicity, fathers' profession and regional origin of the students surveyed, as well as serial data on the secondary schools where they graduated, their age of graduation, the number of semesters in the Faculty of Kolozsvár/Cluj, the probability of obtaining a doctor's degree or a study grant. A system of social inequalities are thus revealed, especially as connected to confession and ethnicity, determining largely most aspects of the condition of completion of medical studies in Transylvania.

FORUM

Gabriella Daróczy

97 Narratives and how they promote skills and abilities in small children

A particular way of human thinking, clearly distinct from logical or paradigmatic thinking, is the narrative. Its omnipresence is revealed early – one can witness daily how productive and perceptive narrative skills of small children gain impetus in the most unexpected situation.

Beáta Balogh

101 Doing literature – a minute-by-minute account of a literary morning

Pre-school education in Hungary is characterized by permanent change and innovation, still, some pivotal aspects are unquestionably important. In everyday life we do not simply rely on our theoretical and practical knowledge but keep drawing conclusions on the basis of our experiences in order to become more successful at work. This happens when the wrong selection of a literary work or its performance results in an unwanted effect – the child's inappropriate reaction as audience.

Tünde Timár-Hunya

103 Methodological aspects to selecting literary works – considering boys' interest

This study focuses on developing emotional intelligence and the significance of literary works in this respect. The only way to discuss really important matters – friendship, love, birth and death – with pre-schoolers is in the symbolic language of poems and fairy tales. That is why it is crucial to find the right works and genres in children's literature. The present study lists methodological aspects of selection and points out the fact that female kindergarten teachers prefer heroines to heroes, female role models to male ones. This is documented nationwide. In an attempt to augment the canon, the present study recommends poems and tales for boys.

Konyáriné Loós Andrea – Molnár Balázs

110 Poetry and myself – literature through students' eyes

The Second Conference on Children's Poetry, organised by the Communication and Cultural Anthropology Department, Hajdúböszörmény Education Faculty, University of Debrecen in the autumn of 2006 aimed to give an overview of our students' literary interests. The present paper is a summary of research findings and conclusions. The mainly negative results verify that today's (college) students read little, if at all. We teachers and parents have the compelling duty to reverse this trend.