

STUDIES

- István Nahalka
- 3 How to compensate for inequalities in education – in light of the PISA 2006 survey
Áron Páku
- 28 The time perception of secondary school students
Mária Horváth-Kispál – Szilvia Vincze:
- 39 Students graduating from secondary school – can they make an informed decision about their higher education career?
Magdolna Faragó-Soós:
- 50 The new (Bologna) system of teacher training
József Ráposi:
- 69 Reflections on the practice of teaching history as a school subject
Ákos Szolcsányi:
- 93 How to teach István Bibó as part of secondary school literature lessons
József Papp:
- 104 The potentials of virtual reality in science education
Tamás Csányi:
- 115 Characteristics of physical activity and inactivity among young people
Kata Morvay-Sey – Erzsébet Rétsági:
- 129 On teaching combat sports and self-defence in schools
Zoltán Vass – István Kun:
- 140 Future oriented physical education in the introductory and beginner phase of primary school

CONFERENCE

Changes in the National Core Programme for Pre-school Education: challenges and tasks

- Sándor Brassói:
- 151 The National Core Programme for Pre-school Education – preliminaries, research, revision, experiences

Andrea Kulcsár-Paszkosz:

- 155 Major changes in the National Core Programme for Pre-School Education and the tasks of kindergartens in the implementation of the National Core Programme
Mrs István Turi:
- 160 Emotional education and socialization – integration, inclusion and multicultural education in kindergartens

FORUM

- 164 Let Us Read in the Wardrobe. Recommendations to use a children's classic in the classroom: The Lion, the Witch and the Wardrobe by C. S. Lewis (Compiled by Emese Felvégi)

OBSERVER

- Mária Molnár:
- 187 Primary school teachers' attitude towards Roma people

HISTORY OF EDUCATION

- János Géczy – Tibor Darvai:
- 201 The image of the child in educational periodicals of 1960s-1980s in Hungary

WORLD VIEW

- Ildikó Mihály:
- 238 School rituals

BOOKMARK

- 246 'Hungaricum' of Bologna
(Lilla Dalma Dominek)

STUDIES

István Nahalka

**3 How to compensate for inequalities in education
– in light of the PISA 2006 survey**

It is a popular view that the school performance of Hungarian students varies widely. The author of this study intends to find out whether this claim can be verified by empirical data. It is dismissed as a misconception that Hungarian school performance, deemed as poor by many, is an average that is disproportionately deteriorated by the poor performance of certain poor students. Can it be verified that underprivileged social background causes poor school results? Do selection data correspond to the test average of the participating countries? All this is examined in a theoretical background that approaches the concept of selection (in some terminologies segregation) in a somewhat more sophisticated way than others.

Aron Páku

28 The time perception of secondary school students

The present survey focuses on time as perceived by 15-17-year-old students. The author aimed to make interviewees elaborate on the topic, pinpointing problematic areas that may serve as the base for further investigation. The temporal aspect of activities pursued by the interviewees focuses on the concept of social roles.

Mária Horváth-Rispál – Szilvia Vincze

**39 Students graduating from secondary school – can they make an
informed decision about their higher education career?**

Based on a questionnaire survey among graduating secondary school students (carried out among prospective students of the Savaria Campus of the University of West Hungary and its predecessor, Dániel Berzsenyi Teacher Training College in 2008), the present study investigates whether the students are aware of the institutional and national sources of information that may help them make a decision about their higher education career. What are their plans if they are admitted? What are their backup plans? What about the secondary school graduates who do not intend to enter higher education – how do they see their future? Some findings of the survey, conducted among 1,574 students concerning their choice of universities and majors as well as the underlying factors motivating their choices, were published in the December 2009 issue of this journal.

Magdolna Faragó-Sóos

50 *The new (Bologna) system of teacher training*

The present article was triggered by a debate initiated by teacher trainers working in the field of sciences – a debate that tried to uncover the reasons for low enrollment since the introduction of two-phase teacher training. The author first gives a rather practical overview of the Bologna system, enabling readers to grasp the main points of ongoing discussions in higher education and to form an informed opinion based on objective facts. Teacher training is one of the largest and most complex areas that was radically transformed by the Bologna process: by organizing it into a coherent system it has changed elements untouched in the preceding fifty years, thus providing solutions for many formerly recurring problems.

József Kaposi

69 *Reflections on the practice of teaching history as a school subject*

The present study is an attempt to interpret a few challenges for history teachers and their reactions in the past 25 years, in the context of the new democratic political system. In particular, we touch on the specific compelling forces and compromises of the Kádár regime; the innovative intentions apparent in the National Core Curriculum of the 1990s and the self-contradictions therein; other issues of regulating educational content (including frame curricula, coursebooks, knowledge vs competencies debates) and their support within the teaching profession and within the general public. How the new school leaving exam in history was introduced, the dysfunctionality of the combination of a disintegrated school system and unified requirements; the task types of the exam and its washback effect on teaching. The study also examines the factors that helped or hindered the adaptation of state-of-the-art European principles and practices in Hungary.

Ákos Szolcsányi

93 *How to teach István Bibó as part of secondary school literature lessons*

Within the context of teaching essay writing skills in secondary schools, this study claims that István Bibó's work can actually be used as an example in the literature lesson. Taking into consideration the difficulties and worries of such an undertaking, including the dense content regulations of literature curriculum, this study will briefly look at the relevant literature. The main points are the following: the essay as a neglected literary genre; how teachers of literature can arrange their lesson plan around István Bibó. An important claim is that István Bibó's writing techniques may prove fruitful in the context of self-awareness and comprehension.

József Papp

104 *The potentials of virtual reality in science education*

Does science education have a chance to win over students and make them acquire the competencies necessary for everyday life as well as to find a job? Many think no, yet others disagree. The author of the present study puts his blind trust in a rapid transformation of science education, with the contribution of a number of science teachers, their ideas and their active involvement. The present study introduces an educational tool, hardly or not at all known by many, an educational tool that meets today's requirements and can make a real difference even in the short run.

Tamás Csányi

115 *Characteristics of physical activity and inactivity among young people*

The aim of the study is to review the main important national and international physical activity and inactivity data and findings among students aged 13-18. It classifies types of physical activity, furthermore describe the activity and inactivity levels of different age and gender groups. Finally, it identifies the factors which could enhance physical activity levels of young people, and which could promote the ideal of regular, conscious, life-long physical activity.

Kata Morvay-Sey – Erzsébet Rétsági

129 *On teaching combat sports and self-defence in schools*

Within the field of physical education, new sports, among others combat sports appeared in Hungarian curricula in the 1990s. The aim of this study is to overview changes in content regulations (National Core Curriculum, frame curricula) and – based on a questionnaire survey – investigate how these contents were put into practice in primary and secondary schools in Pécs, Hungary. The findings prove that the vast majority of P.E. teachers do meet the requirements and make efforts to teach this relatively new content. The greatest problem is the lack of qualified staff – this is why more attention is needed to teach the theoretical and practical basics of combat sports in P.E. teacher training as well as in the framework of in-service teacher training.

Zoltán Vass – István Kun

140 *Future oriented physical education in the introductory and beginner phase of primary school*

The topic of this study is a current issue: how public education can be transformed in order to meet new challenges. In the present demographic downturn the character of public education should be changed: instead of a school system designed for masses, we have to move towards higher quality and lower enrollment numbers. As it has been pointed out in a previous study by the same authors, a new physical culture, a future oriented health conscious lifestyle is needed in order to raise public awareness. And it can only be achieved through a public education that promotes this future oriented, health-conscious lifestyle.

CONFERENCE

151 *Changes in the National Core Programme for Pre-school Education: challenges and tasks*

At the request of the Hungarian Ministry of Education and Culture a series of events was organized at three venues between January 29 and February 17, 2010 by the Institute for Educational Research and Development (OFI) under the title *Changes in the National Core Programme for Pre-school Education: challenges and tasks*. The event presented and interpreted the new, modified National Core Programme for Pre-school Education and informed leaders, maintainers and counselors of pre-school education about the most important aspects of the changes and the new responsibilities. The present selection includes the edited versions of three conference talks on the preliminaries of the modification process, the major changes and the steps of the implementation of the Programme at the institutional level, and integration, inclusion and multicultural education in kindergartens. (Sándor Brassói: *The National Core Programme for Pre-school Education – preliminaries, research, revision, experiences*; Andrea Kulcsár-Paszkosz: *Major Changes in the National Core Programme for Pre-School Education and the tasks of kindergartens in the implementation of the National Core Programme*; Mrs István Turi: *Emotional education and socialization – integration, inclusion and multicultural education in kindergartens*).

FORUM

164 *Let Us Read in the Wardrobe*

*Recommendations to use a children's classic in the classroom:
The Lion, the Witch and the Wardrobe by C.S. Lewis*

Just like Lucy Pevensie, this research team got lost in Narnia for a few hours searching for content to teach using Lewis' popular fantasy novel. Their primary goal was to look at various sides and angles of content area reading and reading development, using motivating ideas, new methods, exemplary activities. The result is a colorful selection that gives us insights into conductive pedagogy, multicultural and religious education and organizing reading circles. The materials also include sections on grammar, foreign languages, written composition, science concepts that are also discussed in the series, and methods of alternative assessment.

OBSERVER

Mária Molnár

187 *Primary school teachers' attitude towards Roma people*

The author of this study investigates teachers' attitude towards Roma learners by way of a questionnaire-based survey in two elementary schools of two villages in Baranya county, Hungary. After a short description of the settlements and the theoretical background of the

research, one can read the findings of the survey. The responses are analysed in two ways: first the responses that come from the school where Roma learners are a minority, then the ones that come from the school where most of the learners are Roma, and finally in a contrastive way. The statements put forward after the summary of findings may contribute to the promotion of an intercultural view in public education as well as in teacher training. It is also pointed out that finding a solution to the so-called Roma issue is a challenge for the entire society.

HISTORY OF EDUCATION

János Gécz – Tibor Darvai

201 *The image of the child in educational periodicals of 1960s-1980s in Hungary*

The authors of the present study have undertaken the task to examine the photographic representations of children portrayed in the Hungarian periodicals of the 1960s, 70s and 80s. They chose to look at journals or magazines (*A Tanító, Köznevelés, Óvodai Nevelés, Úttörővezető*) that had a psychological and pedagogical profile and, being in line with official Communist Party line policies, can be considered as tools of propaganda. The pictorial representations found in three decades of printed press show characteristics of the child that are relevant for education or assessment or show a skill that can be enhanced. The study is interested in the typical features and patterns that are associated with children in the text but especially in the visual illustrations. How is the child portrayed? Represented in what anthropological spaces, involved in what activities? What meanings and what symbols are associated with the child appearing in these spaces and activities? Are there noticeable changes within the 20-year period and if so, what are they? Does child representation in Communist education have a characteristic profile in this period, homogeneous in its world view?

WORLD VIEW

Ildikó Mihály

238 *School rituals*

Of all the events in dormitory life, it is the initiation ceremonies that freshmen have to go through, often quite rude ones, that interest the general public the most. These rites are considered by many as part of in-school aggression. Rituals are part of every community, the differences between one ritual and another are due to the particular cultural atmosphere found in the social environment. Supported by evidence from the literature and social history, the present study suggests that negative rites can only be changed by transforming the cultural characteristics of the social environment.