

## STUDIES

*Katalin Radnóti – Béla Király*

### **3 *What should we do about teacher training? Thoughts on ways of renewing teacher training***

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After the election this spring many politicians took side by the traditional – undivided – teacher training system. No decision has been passed as yet, still, this issue triggered the present study. The main problems with the study system (eg. a drastic decline in the number of students) had existed before the introduction of the Bologna system (BSc-MSc), and the latter just made the problem evident and even worse than before. As it was obvious for most involved parties except to the decision-makers even before the launch of the Bologna system, the hasty closure of the teacher training colleges would lead to serious problems. On the other hand bringing back the traditional 5-year long system would not solve this problem, either. The present study gives an overview of current problems and offers ways of a full reform, mainly from the perspective of science teacher training. The authors' aim was to start a debate on this topical issue.

*Angelika Mojzes-Szabó*

### **16 *Reflections on how higher education is becoming mass education***

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The factors behind higher education becoming mass education were certainly the expectations from education – namely a level playing field and equal opportunities – as well as massive enrollment at lower levels of education. The new trends open up opportunities for certain groups of young people, at the same time they lead to a devaluation of university degrees. It was not only universities, often fighting for their survival, who have made higher education as accessible as possible; the complex nature of modern societies, greater social needs and a transformation of economic and market realities have also played a role in the process. Irrespective of geographical location, changes seep into every country. The situation and the consequences are different in each country, yet tackling present-day issues is their common interest, in part because of interdependencies.

*Éva Balázs*

### **24 *Educational progress, its problems and its promotion in the public education of small regions***

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This study is an account of the empirical research of the functional framework, current situation, cooperation areas and certain financial issues of small regions. The survey included an issue that is technically outside the scope of legal regulation of the educational cooperation management of small regions, but is of prime importance: are leaders of public education

in small regions aware of the problems of students that completed their primary education with poor results? How do they see their chance to continue their school career and what opportunities do they see for small regions in this respect? The present study reveals the findings of the survey in connection with the conditions and tools in small regions that enhance students' chances to continue their studies.

*Márta Miklósi*

### **37 *Adult education in the Norther Great Plane region of Hungary***

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Focusing on the network of accredited adult education institutions in the Northern Great Plane region of Hungary, the present study sheds light on the main findings of a questionnaire-based survey. Their financing, in accordance with the findings of Zsófia Szép and István Polónyi, is multi-channelled. Training programmes shift towards easily marketable practical professional skills. The author looks into the reasons, advantages and potential drawbacks of this trend.

*Albert Kiss*

### **49 *Student contests and their role in preparing for creative scientific work***

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The present study discloses certain findings of the action research programme Science Conference for Very Young Researchers. Experts presume that first steps in scientific research can be taken at the young age of ten, by schoolchildren enrolled in schools of public education, and even pupils of primary schools may enter a newly emerging network of student contests and get familiar with creative scientific work. Presumption were tested against competition essays prepared and presentations given by the pupils as well as the findings of questionnaire-based surveys conducted among teachers and referees.

*Zsuzsa Katalin Nagy*

### **57 *The role of making learners perform in the ELT methodology of young learners***

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The growing demand on foreign language learning, which appears on parents' part as soon as their children start primary school, raises a question: how can we teach English both efficiently and in an enjoyable way to very young children? According to the author of the present study, a practising language teacher herself, the answer is rooted in children's mobility, curiosity and openness. They can be easily motivated with activities that involve movement, games and songs. During these exercises gestures and movement help them understand the language. In other words, the most suitable teaching methods for young learners are the ones connected with action. Following an overview of language teaching theories and relevant legal regulations the study draws an overall picture about the characteristics of very young children as language learners and it continues with trends to make learners perform with methods based on action and oral skills development.

## VIEWPOINTS

### 71 *Panel discussion on the life and work of Klára Kokas, potential future avenues, research areas and workshops in music teaching*

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Assessing the lifetime achievement of Klára Kokas began on her 80th birthday, and now with her death the issue of what is next arises. How do cornerstones of the music pedagogy of Klára Kokas fit the Hungarian pedagogical philosophy and institutions? Are we ready to accept her teaching now, in the 21st century? Are we fully aware of the role of personal attention in the teaching/learning process, do we want to hear her remarks on creativity, innovation, the need for early development? The panel discussion seeks answers to these questions.

## OBSERVER

*Tildikó Eszterág*

### 83 *Curricular changes in Hungary 1989–2010*

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Education has been identified as a high priority in the policy of various governments since the 1989 change of political regime. In this field decision makers have had to face a number of issues. On the one hand, the rapidly changing needs of the labour market and on the other hand the dilemma of how to maintain the high quality of education in a period of extensive growth. The present study focuses on changes in public education in general and changes in regulations concerning content in particular.

*Rita Rostás*

### 92 *Stress and school. A Conference in the House of Parliament*

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Media reports of violence include a growing number of cases with schoolchildren acting as aggressors and the violent act taking place in a school. National and local authorities feel an urge to act. In the course of the past year more than 150 schools joined a programme of Violence-Free Schools launched by the School Safety Committee. As early as 15 years ago the Healthy Youth Foundation of Vác, Hungary identified peer assistance as the key to mental hygiene, or crime prevention in the broad sense. An important event in the annual programme was the open day “Stress and school” event organized this spring in the Hungarian Parliament.

## HORIZON

*László Harangi*

### 97 *Heutagogy vs andragogy*

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The concept and educational paradigm of heutagogy is in fact an expansion of andragogy, hence the danger to mistake one for the other. While andragogy focuses on how to commu-

nicate teaching contents for an adult audience, heutagogy aims to enhance the learning skills of adult learners. Heutagogy is the new attitude of 21st century humans to their environment, a systemic feedback to controlling organizations, workplace and community. Heutagogy is the expansion and dynamization of learning in the widest sense possible. It can be adapted mainly in executive training and in multiplier training. Its emergence in andragogy is advisable.

## WORLD VIEW

*Judit Torgyik*

### 106 *Degree examinations in Romanian public education*

Lifelong learning is part of the continuing education for teachers illustrated in the present study with a prime example from Romania where teachers employed in public education have been participating in a credit-based programmes for years. Promotion is based on attainment. Teachers spend years of hard work to prepare for degree examinations. In the examinations that take place in front of a public audience candidates defend their theses. Solidarity among professionals and the power of a local community are both nicely attested in these events that are important milestones of teachers' careers.

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