

# Abstracts

Ágnes Bálint

**How to do things with thoughts. Kid quotes, wisecracks and aphorisms in the light of psychology of learning.**

*Slips of tongue, beyond their capacity to present us with cheery moments, authentically reflect on our mental efforts. From a linguistic point of view kid quotes as well as wisecracks fall into the category of tongue slips and even most aphorisms can be considered as pseudo tongue slips or tongue slip parodies.*

*Kid quotes reflect on young children's linguistic and reasoning difficulties and at the same time they reveal young children's linguistic creativity. They also unfold the prelogical and egocentric tendencies in young children's thinking as well as their efforts on world view construction.*

*In contrast to the spontaneous nature of kid quotes, wisecracks are always induced tongue slips: they occur when students are supposed to give an account of their knowledge. The situation full of anxiety might induce a temporary disorder in cognitive processing. This relates wisecracks to other micro amnestic phenomena. The common feature among them is the lack of error detection.*

*Aphorisms are intentionally generated sayings that use and abuse the sources of error that kid quotes and wisecracks emerge from. The language and thought routes of cognition couple successfully in aphorisms. Aphorisms represent a sort of human cognitive peak performance which contributes to the improvement of our cognitive competence as well as our wisdom.*

*Kid quotes, wisecracks and aphorisms represent a kind of cognitive developmental continuity. Their co-investigation provides us with unique insights on cognitive processing and contributes to the increase of our metaknowledge.*

*Keywords:* kid quotes, wisecracks, aphorisms, language, conceptual development, metacognition

Katalin Vörös

**Mood of the Millennium. The National Millennium Exhibition of 1896 and Industrial Vocational Education.**

*This paper investigates the (self)-representation of the Hungarian secondary vocational educational institutes related to the National Millennium Exhibition. Modernisation and nation-building aspirations simultaneously played a role in the educational purposes and the functioning of the specific institutes of the emerging modern Hungarian educational school system at the time of the Austro-Hungarian Monarchy. The fin-de-siècle achievements and their distinctiveness appear to concentrate on the National Millennium Exhibition in the related texts. The current research is primarily based on contemporary reports and publica-*

tions which describe Hungary in 1896 and the millennial celebration of the Settlement of Hungary. These sources are relevant to historical recognition in many ways. On the one hand, the examination of the texts contributes to the presentation of a certain type of education and the commemoration in light of Hungarian statehood, while, on the other hand, also pays recognition to the society and mentality of the period.

**Keywords:** history of education, vocational education, nation-building, National Millennium Exhibition of 1896

Barbara Sándor-Schmidt

### The diversity perspective in the spektrum approach

*The Theory of Multiple Intelligences is proposed by Howard Gardner in his 1983 book Frames of Mind: The Theory of Multiple Intelligences. Gardner articulated eight criteria for a behavior to be considered an intelligence. In the present research I observe the relating Project Zero research team's results published in Building on Children's Strengths, Project Zero Frameworks for Early Childhood Education, The Experience of Project Spectrum and Project Zero. I intend to explore the implementation possibilities of the method in Hungarian preschool education. Furthermore I demonstrate the games and activities which are connected to the method. I investigate the games, activities, and analyze the introductions, the curriculum, the scoring criteria, the observation sheets, the summary sheets, and the profiles. Introducing my results I present the first steps of the application procedure.*

**Keywords:** intelligences, Gardner, Project Spectrum, preschool

Dorottea Vass

### Has interest towards tales and reading changed throughout the last decade?

**The literary interest of 6-8-years-old children with special regards to László Nógrády's and Béla Tóth's researches**

*Half a decade is a long time. Approximately 50 years ago, Béla Tóth conducted a scientific research related to the role of literature among 6 to 8-year-old children. He was interested in the children's attitudes towards literature and suggested that research should focus on this age group. Tóth's theoretical research was supported by empirical research results, which demonstrated that this age group is interested in literary texts. Tóth referred to a previous survey published by László Nógrády in 1917, who also based his research on theoretical foundations concerning the types of literary texts the 6-8-year-old children might prefer. It is a coincidence that 50 years passed between the publications of the two researches, thus in 2017 the 50<sup>th</sup> anniversary will be celebrated of Tóth's research, while the 100<sup>th</sup> of Nógrády's. However, have pedagogical attitudes towards tales and reading changed throughout all these years? The present study focuses on the Hungarian reform pedagogy while touching upon the Nógrády's and Tóth's surveys. The purpose of the study is to reveal certain connections among ideas and thoughts related to tales and reading that were relevant a century ago, 50 years ago and today. I enquire to know whether there are still unsolved research questions as well as innovative obstacles, or common features.*

**Keywords:** László Nógrády, Béla Tóth, tale research, pedagogy of reading, sociology of reading, 6, 7 and 8 year-old children

Bálint Fodor

### **Text formation at the English lesson using cooperative and productive methods**

*The present contribution offers to illustrate the implementation of cooperative and productive learning methods in English as a Second Language (ESL) groups of any age, which possess no previous experience with the aforementioned routines. The presented introductory lesson is not only the first step in acquiring a new learning method, but motivates the co-learning of the students as well. It also provides help for teachers to assess certain individual competence levels which might not be observed during regular lessons. I am giving an insight into the applied cooperative structures along with the discussion of the relevant literature, as I am also providing help to cope with problems and challenges to be encountered in the classroom. The included tasks and examples are ESL-specific, however they can easily be adapted to different subjects and group sizes. They may also serve as a guideline or inspiration for various classroom activities of different sorts.*

*Keywords:* cooperative learning, productive learning, text formation

Adrienn Ács-Bíró

### **Home of the teacher training students: the Primary School Teachers' House in Kalocsa**

*Our research presents the boarding school of the Roman Catholic primary school teachers' training institution in Kalocsa: the Primary School Teachers' House (1897-1950). The pioneering initiative brought to life by the Roman Catholic Primary School Teachers' Association of the Kalocsa area could be realized with the help of the church suggested in its name. With its more than 50 year long existence it played a decisive role not only in the life of the primary school training of Kalocsa, but nationally as well and it contributed to the shaping of the personality of the future primary school teachers. The institution received the students of the primary school teachers' institution and of the grammar school as a kind of boarding school, where they got unified moral, physical and religious education in cooperation with the school.*

*Keywords:* primary school teacher training, Kalocsa, institutional education, Primary School Teachers' House, boarding school

Julianna Boros

### **An inclusive community at the turn of the millenium: AMRITA**

*The means of adequate support for the education of Gypsy/Roma pupils and the ways to tackle their disadvantages has been a great challenge ever since the Gypsy population has comprehensively entered primary education. In the 1970s, research had focused on the links between education and social mobility, and the reasons and consequences of educational and social inequalities. The findings suggested that some social groups had less chance for social mobility than others. The low socio-economic status of the family was proved to be a determining factor which defined opportunities in education and life. Coleman's seminal research in 1966 also proved that school outcomes are mainly influenced by the socio-economic status of the families, rather than by the school. The level of the parent's education and their occupation determines the child's school success. The rate of low education and unskilled workers is exceptionally high amongst the Gypsy population, thus their labour market opportunities*

*are significantly worse than that of the majority. During the political and economic transformation of the Transition Years, the Gypsy population was severely hit by the employment policy crisis; masses of people became unemployed. At the same time, it became a policy priority to provide compensatory measures for the disadvantaged pupils as a way to alleviate mass poverty. In the mid-1990s, the support program run by the Amrita OBK Association was amongst the first of such initiatives in Hungary. It offered a new, alternative education system with the aim to raise opportunities by operating a mediating, supportive and inclusive system. In terms of the target group, Amrita formed a community of disadvantaged youth, primarily coming from Gypsy origin. During the initial phase, Amrita organized career guidance programmes and diverse community and leisure activities for disadvantaged Gypsy pupils in the villages of the South-Transdanubian region. Later on its activity was expanded by adult education, multicultural community programs and collaborative, professional workshops. The organisation, as a peer-community, created a self-help-based inclusive network. The present study offers an introduction of this community.*

*Keywords:* inclusive community, Roma/Gypsy pupils, career guidance

József Pete

### **A Sitrep About The Teachers' Life Carrier Model From Bottom-, Plan- and Sideviews**

*My aim is to depict the operation of the system, the changing role of the influencing factors and the possible perspectives based on my experiences on the constantly modified teachers' lifecarrier model. So my presentation is a sitrep based on fact and experiences by which the following statements can be sketched.*

*1. Positive – the acceptance of the principles. The acknowledgement of the financial incentives. The need for the measurement, the assessment and the support of the teachers' work is generally accepted among the teachers.*

*2. Negative – some changes are inevitable. The increase of the awareness of the teachers. The transparency and consistency of system regulation. The keeping in mind of the needs of the teachers. The esteem of the experienced colleagues. Contact between the OH and the experts. Humanization of the system, bringing it closer to life and school. The harmonization of demands, values and performances - the increase of the validity and reliability of the qualification, etc.*

*3. The reasons behind the problems. The results of financing the project. The conflict between the office's and the schools' views. Not sufficiently grounded introduction of the system.*

*Keywords:* teachers' life carrier model, teachers' qualification system