

11th International Conference for Theory and Practice in Education

08-10 AUGUSTUS 2019, GROßPETERSDORF, AUSTRIA

PROGRAM
ABSTRACTS

Sozial und Wirtschafts Forschungsgruppe
Großpetersdorf

2019

Conference organized by
Association of Educational Sciences

Place: 7503 Großpetersdorf, Quergasse 11, Burgenland, Austria

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Conference Program

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08-10 August 2019, Großpetersdorf, Austria

Venue: 7503 Großpetersdorf, Quergasse 11, Burgenland, Austria

08 August 2019 (Thursday)

Workshop: Cultural Differences in the Schools
(with Judit TORGYIK)
14.00-16.00

09 August 2019 (Friday)

Registration: from 9.00

Plenary session

Lajos OLASZ: Air Raid Precaution in Schools during World War II
9.30-10.00

Ilona SZÓRÓ: The Elimination of Agrarian Associations in the 1950-ies
10.00-10.30

**Presentations in Sessions
10.40 – 12.00**

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	<i>Tiiu TAMMEMÄE</i>	Tiiu TAMMEMÄE, Lii LILLEOJA, Nele RANDPERE: Supporting the Grieving Young Person at School
		Ildikó FARAGÓ, Anna PERGE, Ilona SZTOJEV-ANGELOV, Andrea RUCSKA: Links between dental health, socioeconomic status and health education in disadvantaged population
		Anna PERGE: Health education as a possible intervention in the child population living in disadvantaged settlements

12.20 – 13.40

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	<i>Tibor János KARLOVITZ</i>	Lilla Rita LEHOTAI: Environmental Protection and Environmental Law Should Be Much More Part of the School Curriculum
		Zsuzsanna GŐSI, Dávid Zoltán TÓTH, Júlia PATAKINÉ BŐSZE: Admission? Language Exam? Effects of Obligatory Intermediate Language Exam on the Sport Sciences Training Faculty of ELTE
		Mária LACZKÓ: Characteristic Feature of Digital Born Teenagers' Communication

14.00 – 15.20

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	<i>Lajos OLASZ</i>	Lajos OLASZ: Der Luftschutz in Schulen während des Zweiten Weltkriegs
		Zsolt BRAMBAUER: Die Qualität und der menschliche Faktor: ein möglicher Zusammenhang zwischen der erfolgreichen Adaptierung von Qualitätsmanagement-Systemen und ihrer Rolle bei der beruflichen Vorzüglichkeit und bei der organisationalen Resilienz
		Erzsebet JÁRMAI, Agnes VÉGH: Erziehung an der Uni?

15.40 – 17.20

Session No. 4. <i>World of the Schools</i>	<i>Chairman</i>	Vijaya VEENA: Value-Based Pedagogy: A Holistic Didactic Methodology
	<i>Judit TORGYIK</i>	Shaju NALKARA OUSEPH: Ethical Considerations in Teaching Literature: A Contemporary Critique
		Slavica PAVLOVIĆ: School as a factor of pupils' (de)motivation
		Erika Rozália VÍGH-KISS: Development of six-grade students' multiplication strategies
		Bogdan Constantin UNGUREAN: Aspects regarding the methodology and method of teaching the volleyball game to the beginner groups

10 August 2019 (Saturday)

Editorial Meeting of quarterly pedagogical journal
Practice and Theory in Systems of Education (PTSE)
 (with Tibor János KARLOVITZ)
 10.00-12.00

Abstracts

Die Qualität und der menschliche Faktor: ein möglicher Zusammenhang zwischen der erfolgreichen Adaptierung von Qualitätsmanagement-Systemen und ihrer Rolle bei der beruflichen Vorzüglichkeit und bei der organisationalen Resilienz

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Eine mögliche Erklärung zwischen der Einführung von Qualitätsmanagement-Systemen und ihre positive Wirkung auf die Effizienz einer Organisation ist - vermutlich neben zahlreichen anderen Faktoren - in der Gleichstimmigkeit der Human-Ressourcen und des Qualitätsmanagements der gegebenen Organisation zu suchen. Die Beantwortung der Frage, wieso - unabhängig vom Tätigkeits-Sektor - einige Organisationen von der Einführung eines QM-Systems profitieren, andere - anscheinend ebenso enthusiastische und Ressourcen opfernde - Organisationen aber nicht, ist auch darauf zurückzuführen, dass sie sowohl in der Leitung als auch bei den Angestellten über einem unterschiedlich gebildeten, motivierten, sozialisierten „Menschenmaterial“ verfügen, die auch einen vielfältigen kulturellen Hintergrund und ein unterschiedliches Wertesystem hat. Diese Menschen können ebenfalls auf einen heterogenen Werdegang bei der eigenen, qualitätsbetreffenden Schulung zurückblicken.

Die organisationale Resilienz, als neues Element im Qualitätsmanagement. Es gibt verschiedene Methoden zur Erklärung von Resilienz. Wenn Resilienz als kontinuierlicher Prozess verstanden wird (und nicht nur als Ergebnis oder Leistungsfähigkeit), so wird deutlich, dass eine komplexe Mischung aus unterschiedlichen Faktoren Resilienz entstehen lassen kann. Zum einen durch die individuelle Resilienz der Mitarbeitenden, zum anderen aber auch durch resiliente Strukturen und Prozesse sowie durch einer Unternehmenskultur, die resilienz-fördernd ist. Das Verfahren, wie diese unterschiedlichen Arten von Resilienz nun zusammenwirken, ist aus Sicht der Forschung noch nicht ausreichend geklärt. Zum Beispiel gehen Soucek et al. (2016) davon aus, dass die Resilienz nicht auf einen einzigen Punktwert für eine Organisation gebracht werden kann, sondern mindestens auf den drei verschiedenen Ebenen bewertet werden muss, auch wenn es bereits verschiedene Ansätze gibt, um Messwerten näher zu kommen. So wirkt die individuelle Resilienz (aufgeteilt in die personalen Ressourcen und das resiliente Verhalten) auf die Resilienz eines ganzen Teams, aber auch auf die Ebene der Organisation. Zugleich erkennen ständig mehr Unternehmen, dass die Qualifikation und die Weiterbildung der Mitarbeiter die entscheidende Triebkraft des Erfolges ist. Damit nimmt das prozessorientierte Personalmanagement eine zunehmend strategische Rolle ein.

Links between dental health, socioeconomic status and health education in disadvantaged population

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Objective: To survey the effects of socioeconomic disadvantage on access to dental care services and on oral health. Outcomes were poor oral health and lack of access to dental care services.

Material and methods: In two disadvantaged settlement in Abaúj county we examined 128 pupils (mean age: $11,12 \pm 2,48$) at the elementary school. After registering their DMFT and dmft data (WHO,1997) and gingival status, the pupils filled in a validated questionnaire on their oral hygienic, nutritional habits, and their lifestyle. The ratio of gender was 45/55 (female/male).

Results: 40,65 of pupils answered the lack of wired water at home, 47.6% of children's mother are unemployed, 69.7% live in a big family (more than 3 siblings). Of the pupils we questioned 52.8% carried out oral hygiene activities twice a day, in the morning and in the evening, but 34% often, 43% sometimes eat or drink sweets or soft drinks after toothbrushing. The majority only went to their dentist when they had a dental complaint (89.7%). Between the value of DMFT and meal after toothbrushing we found significant differences ($p=0,05$), it's complained high caries prevalence.

In the population that we tested had primary teeth more than fifty percents (72 persons). In their case the dmft value was $4.93 \pm 2,5$ (mean \pm S.D). In the whole examined population the DMFT value was $5,8 \pm 2,1$ (mean \pm S.D), we found filled teeth altogether only 4. Their Silness-Loe dental plaque index was 1.67 (S.D. 0,58). We found association between Silness-Loe value and DMFT value ($r=0,431$).

Conclusions: Results call for urgent public health interventions to increase equitable access to dental care services and health education by dental nurses and health care nurses in disadvantaged population.

**Antisemitismus an der Universität Szeged in den 30er Jahren in der Rückerinnerung
von dem Fotograf Nicolas Müller**

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Das sogenannte Numerus Clausus Gesetz galt in Ungarn ab 1920-1921. Nach dem Gesetz konnte sich jede Minderheit an den Universitäten im Verhältnis zur Bevölkerung representieren. Das bedeutete bei dem Israeliten 7 Prozent, obwohl früher die Quote der jüdischen Studenten im Hochschulwesen höher war. Obgleich das Numerus Clausus Gesetz die Mehrheit der ungarischen Universitäten in den 20er und 30er Jahren nicht einsetzte, wurde das Antisemitismus auf verschiedene Weise Teil des Universitätslebens.

In meiner Vorlesung möchte ich die Jahren vorstellen, die Müller an der Universität verbrachte. Obwohl das Universitätsleben in den 30er Jahren reich an Kultur war, verlassen mehrere Studente - auch Nicolas Müller - wegen des Antisemitismus das Land.

In meiner Forschung benutzte ich die Lebenserinnerung von Nicolas Müller (Mein Leben) und auch Interviews, die mit ihm gemacht wurden. Ich verglich die Ihre Erinnerungen mit den historischen und gesetzlichen Hintergrund der Ära, auch mit primären Quellen, s. w. zeitgenössischen Artikeln und Statistiken, und mit den offiziellen Berichten der Universität. So konnte ich auch von objektiven und auch von subjektiven Seiten die Ereignisse untersuchen.

In meiner Vorlesung werde ich die folgenden Fragen beantworten: Warum ist relevant/symbolisch die Lebensgeschichte von Müller? Wie wurde das Numerus Clausus Gesetz in den 30er Jahren in der Zusammensetzung der Studentenschaft realisiert? Wann und in welcher Form passierten Gewalttaten an der Universität Szeged?

Nicolas Müller (1913-2000) war in der 20. Jahrhundert der best bekannte Soziofotograf in Spanien. Er studierte Jura zwischen 1931 und 1936 an der Universität Szeged. Infolge seiner jüdischen Abkunft traf er mit mehrere Gewalttaten an der Universität, wo die Studentenorganisationen auch auf weltanschaulichen Gründen existierten.

Die Mitglieder des sogenannten „Turul“ waren Evangelisch-reformierten, und ihre Religion nicht praktizierenden Römer Katholiken mit rechtsextremistischen Ansichten. Die Mitglieder der „Americana“ waren praktizierenden Römer Katholiken, und es gab eine Organisation für die jüdische Studenten.

In der Stadt existierte auch eine kulturelle Gruppe, das Künstlerische Kollegium der Jugendlichen. In dieser Organisation wurde Müller wirklicher Soziofotograf. Nach dem Anschluss siedelte er erstens von Szeged nach Wien, später von Wien nach Paris, und endlich von Paris nach Tanger über. Nach dem zweiten Weltkrieg lebte er in Spanien, und wurde der best bekannte Fotograf in Madrid. Er bekam mehrere staatliche Aufträge für Spanien-Alben, und er hatte weltweit Aufstellungen. In Müllers Heimatstadt – Orosháza – bewahrt die Name eines Museum seine Erinnerung.

Admission? Language Exam? Effects of Obligatory Intermediate Language Exam on the Sport Sciences Training Faculty of ELTE

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According to the latest regulations, starting from September 2020 only those can gain admission to the basic and ungraded courses, who possess at least a B2 level, complex general language exam. Several points of the admission process had been modified by the 335/201 government decree. According to education experts, the required language exam is the one among these modifications that will reduce the number of students. The obligatory advanced level graduate exam from at least one subject has not caused considerable special interest so far. The modification highlights, that Hungarian education policy bestows language exam a special value. Central Office of Statistics (KSH) has made surveys concerning language skills among the age group of 15-29 years in 1998 and 2010. The changes during this time period were unambiguously positive. The proportion of people having language exams increased from 14% to 30,2%. However, about 40% of the students gaining admission in the previous years did not possess a language exam. According to the data collected so far, smaller high-level education institutions outside of Budapest could be most involved in this issue.

In our research we were looking for answers about the proportion of students admitted to the Sports and Recreational Organization courses of ELTE having intermediate language exam, and about other extra points they were able to endorse. More than 70% of the admitted students possessed language exam. This is above the nation-wide average. During the admission process the applicants almost exclusively endorsed extra points. Besides the points earned by language exam, most of them used their extra points gained by advanced graduate exams. In the training area of sports sciences, advanced level graduation exam from physical education is also available from 2020. Upon validation of the government decree, the number of admitted applicants presumably will not decrease, however the number of points required for the admission is probably going to be lower.

Erziehung an der Uni?

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Die Forschungsgruppe Hochschulmethodik der Budapester Wirtschaftsuniversität untersucht aus verschiedenen Aspekten und mit unterschiedlichen Methoden die Motivation und die Lern- und Lehrgewohnheiten der Dozenten und der Studierenden. Zweck der Forschung ist, die methodologischen und Motivationsprobleme sowie Lernschwierigkeiten, die sich aus den sich verändernden Umständen unserer Zeit ergeben, zu erschließen und gleichzeitig neue Lösungen, Mittel zu finden und vorzuschlagen. Die Forschung erfolgt im Rahmen des Projektes EFOP-3.6.1-16-2016-00012.

Im Mittelpunkt des Vortrages und der Studie steht der Ausschnitt eines mit mehr als 50 Universitätsdozenten geführten Tiefinterviews, in dem die Ansichten der Lehrer über die Erziehung in Erscheinung treten. Die teilweise strukturierten Interviews wurden an ungarischen Wirtschaftsuniversitäten bzw. Wirtschaftshochschulen durchgeführt.

Obwohl sich dieses Thema nicht unter den Fragen befand, tendierten die Interview mehrmals in diese Richtung, sogar bei mehreren Steuerungsfragen. Die Meinungen der Befragten gehen in der Frage, ob sie die Erziehung als ihre Aufgabe betrachten oder nicht, auseinander. Die Mehrheit lehnt die Erziehung nicht ganz ab, aber sogar sie schämen sich ein wenig deswegen und sind sich nicht ganz sicher ob sie damit richtig sind. Die Begriffe „unterrichten“, „lehren“ und „erziehen“ können in den Antworten nicht eindeutig getrennt werden, viele Beantworter haben erst im Rahmen der Interviews angefangen über den Unterschied nachzudenken.

Die Tiefe der Ausführung hing natürlich auch mit der Person des Interviewers zusammen. Da die Interviews von mehreren Kollegen durchgeführt wurden, sind die Durchdachtheit und Artikuliertheit der Meinungen sehr unterschiedlich und wissenschaftlich nicht richtig begründet. Trotzdem ist es eindeutig, dass sich die Kollegen mit dieser Frage beschäftigen. Wir finden, dass dieses Problem neuartig ist und unbedingt verdient, dass es weiter erforscht wird.

Characteristic feature of digital born teenagers' communication

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The aim of this presentation is to define the characteristic features the communication process of teenagers called digital born.. We answer the question whether the digital appliances can influence the communication process of teenagers nowadays. The research is focused on the comparative analysis of the digital born teenagers' recorded spontaneous speech and the same aged students' speech recorded 15 years ago.

Our previous hypothesis was that there is the close interrelation between the use of digital appliances in extreme mere and their language use. It can be followed in their everyday speech in different communication situation and the question is to what extent.

In order to answer the question the spontaneous narratives were recorded from teenagers (average age is 16,3 year), the number of them is 10-10). The speech samples were analysed in different aspects (the length of the texts, the quantitative and qualitative analysis of their vocabulary in speech samples, the morphological-syntactical complexity of their sentences, types of uncertainties and mistakes occurring in spontaneous speech). The same analysing aspects was used in previously recorded speech of teenagers as well.

The results confirmed the hypothesis as the students' speech called digital born and the teenagers' speech recorded 15 years ago were different from each other both in quantitative and qualitative aspects and it was followed almost in terms of analysed aspects.

The presentation is focused on the detailed examination and the results. The discussion of them both in linguistic and pedagogical aspects is also emphasized.

Environmental Protection and Environmental Law Should Be Much More Part of the School Curriculum

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Throughout history national governments have passed occasional laws to protect human health from environmental contamination. About ad 80 the Senate of Rome passed legislation to protect the city's supply of clean water for drinking and bathing. In the 14th century England prohibited both the burning of coal in London and the disposal of waste into waterways.

The beginning of environmental law go at least several hundred years back in time. It dates back to the beginning of the 1900s, when people recognized the harmful effects on the environment and the necessity and importance of environmental regulation. Early scientific literature provides a wonderful story of discovery and describes the way people related to the landscape and environment. A considerable part of environmental history is dealing with our perceptions of nature and the environment, which is an intellectual history of the relationship between humans and nature.

Environmental law is a set of laws, rules, principles, policies, regulations, orders and statutes aimed at implementing environmental policy, protecting, preserving, maintaining and developing the natural environment of the country. Environmental law is the new law of modern legal systems. In the traditional legal system, there are many areas of law with rights and obligations related to environmental protection. Environmental law is the new law of modern legal systems. In the traditional legal system, there are many areas of law with rights and obligations related to environmental protection.

It is important to note that there is a difference between "environmental law" and "environmental protection". The scope of activities associated with the environmental protection has been expanded. It also includes the prevention of harmful effects and their consequences, the improvement, development, restoration of the environment, environmental education and research.

The new concept of prevention makes the term "environmental protection" less expressive because it indicates the removal of already existing consequences, while prevention means that such effects should be avoided. Preventing environmental harm is cheaper, easier, and less environmentally dangerous than reacting to environmental harm that already has taken place.

It is very important that environmental aspects should be reflected in the regulations for the particular environment, environmental element. Students in schools and higher education should be taught the subjects of environmental protection, environmental law.

The Possibilities of Using the Kids' Skills Method in Preventing Behavioral problems of Children with Special Needs

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The level of social skills developed in pre-school age is critical because it also affects the academic coping in the dimension of time. Children with better social skills achieve better academic results during the first years of school. Parents and teachers of children with special needs must make a concerted effort in teaching them social skills. In order to develop their social skills these children, in many cases, also need the help of special education teachers, speech therapists, and child psychologists. These specialists can also counsel parents and kindergarten teachers on how to develop a child's social skills, and thereby prevent the lag of secondary cognition activities and behavioral problems.

Children with limited social skills are significantly more prone to having trouble coping in school and in different social situations as well as being at serious risk of developing emotional and behavioral problems. Various developmental aspects that have not been developed at the pre-school age cannot be brought up to speed at school, and children will not achieve their developmental potential. If kids' behavioral problems at pre-school age are being ignored then they will more than likely escalate in school. The work with children and youth with serious behavioral problems may end up being long and challenging. Various playful approaches and methods are being used in Estonian kindergartens in order to teach children social skills.

Numerous teachers in cooperation with parents have recently started using solution-focused methods which have been created by the Finnish psychiatrist and solution-based therapy teacher Ben Furman. The ideological bedrock of the solution-focused method, called Kids' Skills, is based in the approach that children are not being directed to combat the problem but instead they are being taught a whole new skill that the child has not yet obtained. The creator of the method initially applied it specifically in a kindergarten group of children with special needs.

The aim of this article is to analyze possibilities for using the Kids' Skills method in terms of preventing the behavioral problems of children with special needs. It seeks to answer question of whether and how it would be possible to apply Kids' Skills method with regards to developing children with special needs.

In recent years, various action research concerning children with special needs has been carried out in Estonian kindergartens and schools. The findings of those studies indicate that the Kids' Skills method has given significant results firsthand with regards to building the social skills of children Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder, Specific Developmental Disorder, and Autism Spectrum Disorder.

Secondary female trade vocational education in South-Hungary in the first half of the 20th century

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The aim of the lecture is to present how the trade vocational education was organized in Pécs in the South-Transdanubian region, playing a significant role in organizing the secondary female trade vocational education established at the beginning of the 20th century in Hungary and considering the French practice-oriented vocational education model as an example. During our research we tried to find the answers on what conditions prompted the town of Pécs and the participants of the local economic life in 1912, reflecting on the economic and social changes of the Baranya region, to open the gates of the first female upper trade three-year school in Transdanubia, which was also the fifth such school of Hungary, giving a school-leaving exam. This was carried out by the comparative analysis of the available primary (school reports, registers, archive sources, contemporary statistics, and reminiscences) and secondary sources. We wished to know whether it met the aim of the town and the school leaders to attract the girls of Transdanubia, the Duna-Tisza köze region, as well as the border regions of Croatia, Fiume and even Bosnia and Herzegovina into this practical school also giving a school-leaving exam. We were curious to know in the light of the above how the local participants of the economic life, the Chamber of Commerce and Industry of Pécs, the town and the representatives of the press saw the role of the female school mainly preparing for the labour market, filled in the contemporary social life. A further aim of our research was to map the work of Kornélia Szőke Hugóné Zánkay, school principal between 1923 and 1947, who filled an important role in the local social life and emphasized the practical vocational education nationally, as well as the schematic overview of the social composition of trade school female students.

Air Raid Precaution in Schools during World War II

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The situation of schools, education, and students has always been in close relationship with the external circumstances of the given era, and the socio-political conditions. In this respect, the period of World War II and the extraordinary circumstances had special effect on the operation of educational institutions, the curricula, and the ordinary days of teachers and students. Since between 1939 and 1945, the acts of war took place not only at the theatre of war, but also on the heartland. Not only military conscriptions and economic difficulties struck schools and students but also the regular bomb attacks of the enemy air forces represented a direct danger for them. Educational institutions became involved with respect to the unfolding air war in three aspects.

On the one hand, protection had to be secured to the institutions. Schools as buildings performing public functions and accepting big masses were an increasingly jeopardised object that required serious protection. During the war, several orders were passed especially focusing on schools: defence facilities were built, special accessories were acquired, air raid precaution plans and regulations were prepared and defence trainings were organised. Certain rooms of schools were often used for the purposes of the local passive air defence centre or health station. On the other hand, air raid precaution preparation got involved in the curriculum. Students had to study the most important information on defence against air attack, the prescribed forms of self-defence and help to others so that losses could be minimised upon an attack. Finally, the elder school age groups, the female and male scouts and paladins who were older than 16 got active, doer tasks even in the authority passive air defence service, too. They were allocated to serve in the schools' defence organs, the patrols of the air defence monitoring and alarm network; they mainly collaborated in the work of the air defence tribes as couriers or messengers and/or they supported the activity of the health service. Thus, the institution itself, the school curriculum, the teaching staff, and all the school youth took part in the acts of war in different ways.

There has not been considerable research going on concerning the air raid precaution of educational institutions. The impact of the air-war on the schools and the students' life is mostly undiscovered. There are mostly unprocessed contemporary sources available. Related research not only shows the schools' situation in an extraordinary "space and time", but in a broader sense may also provide further information on the living conditions of the settlements, the inhabitants, and the entire Hungarian society.

Der Luftschutz in Schulen während des Zweiten Weltkriegs

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Die Situation der Schule, der Ausbildung und der studierenden Jugend ist immer eng mit den äußeren Bedingungen der betreffenden Zeit sowie den gesellschaftlichen und politischen Verhältnissen verbunden. In dieser Hinsicht übten die Zeit des Zweiten Weltkriegs und die außerordentlichen Umstände einen spezifischen Einfluss auf die Tätigkeit der Bildungseinrichtungen, auf den Unterricht gemäß Lehrplan und den Alltag der Lehrer und Schüler aus. Zwischen 1939 und 1945 erfolgten Kriegshandlungen nicht nur an der Front, sondern auch im Hinterland. Die Schule und die Schüler waren nicht nur von den Einberufungsbefehlen betroffen, sondern die regelmäßigen Bombenangriffe der feindlichen Luftstreitkräfte stellten für sie auch eine direkte Gefahr dar. Im Zusammenhang mit der Entfaltung des Luftkriegs wurden auch die Bildungseinrichtungen in dreifacher Hinsicht betroffen.

Auf der einen Seite musste für den Schutz der Institutionen gesorgt werden. Die Schule, als öffentliche Aufgaben versehenes und viele Menschen aufnehmendes Gebäude, erforderte als verstärkt gefährdetes Objekt einen ernsthaften Schutz. Während des Krieges wurden mehrere Bestimmungen ausgesprochen bezüglich der Schulen ausgegeben: es wurden Schutzobjekte gebaut, spezielle Ausrüstungen angeschafft, Luftschutzpläne und -richtlinien ausgearbeitet, Übungen durchgeführt. Einzelne Räume der Schulen wurden oftmals auch für Aufgaben als lokale Luftschutzzentrale oder als Sanitätsstation in Anspruch genommen. Auf der anderen Seite wurde die Vorbereitung auf den Luftschutz in den Lehrplan aufgenommen. Die Schüler mussten mit den wichtigsten Kenntnissen des Schutzes bei einem Luftangriff, mit den vorgeschriebenen Formen der Selbstverteidigung vertraut sein und anderen Personen helfen können, um bei einem Angriff hohe Verluste möglichst zu verhindern. Schließlich erhielten die älteren Altersgruppen der Schule, die 16 Jahre alten weiblichen und männlichen Pfadfinder und die Levente-Jugend auch im amtlichen Luftschutzdienst aktive, handelnde Aufgaben. Sie wurden in die Schutzorgane der Schulen, in das Netz der Beobachtungs- und Alarmierungsposten des Luftschutzes eingeteilt, vor allem nahmen sie als Kurier oder Melder an der Arbeit der Luftschutzstäbe teil bzw. halfen im Gesundheitsdienst. Somit nahmen die Institution selbst, der Lehrplan, die Lehrer und je nach Altersgruppe die ganze lernende Jugend auf verschiedene Weise an den Kriegereignissen teil.

Bezüglich des Luftschutzes der Bildungseinrichtungen wurden bisher keine signifikanten Forschung durchgeführt, über den Einfluss des Luftkriegs auf die Schulen und das Leben der Studentenschaft stehen weitgehend unerforschte, vor allem nicht aufgearbeitete zeitgenössische Quellen zur Verfügung. Die damit zusammenhängende Forschung zeigt die Situation der Schulen nicht nur in einem außergewöhnlichen „Zeit und Raum“, sondern kann im weiteren Sinne im Zusammenhang mit den Lebensbedingungen der Gemeinden, der Bevölkerung und der gesamten ungarischen Gesellschaft zusätzliche Informationen bieten.

School as a factor of pupils' (de)motivation

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Motivation is an interdisciplinary construct as well as the competence important both for learning and living. Pupils learn not only from the teaching contents presented in the classroom settings, but - even to the larger extent – from their peers and teachers' attitudes, behaviours, and expectations. So, the education is a multifaceted educational goal to be achieved through (dis)advantages of school everyday life, based on the interaction of its subjects (pupils, teachers, pedagogues, principles, parents, etc.). This paper reflects upon school as the factor of motivation and, in our country rarely examined, demotivation of pupils, through the lens of the pupils themselves (i.e. their satisfaction with the school they attend; their involvement in the school everyday activities, including - beyond learning - also extracurricular and out-of-school ones; their perception of pupils' interaction with teachers, and the use of the upbringing means by their teachers; co-operation issue, etc.). The core of this paper is a survey research conducted in the second half of 2018, on the convenient, stratified sample of 135 pupils (56 males and 79 females) attending the final (ninth) class of the primary school in Mostar (Bosnia and Herzegovina). The research was carried out through the five-point Likert scale in order to examine pupils' attitudes towards some of the previously mentioned school issues which could have (in)direct impact on their (de)motivation. The results of this research give an ad hoc insight into school inclination towards being a demotivational rather than a motivational factor of pupils. However, the results presented here have posed a number of issues to be kept in mind and – if possible – to be answered in the researches yet to come while moving from a deeply rooted concept of how motivated the pupils are towards broader (down-top) concepts of how the pupils have been motivated, through how the teachers have been motivated, up to how schools itself could and should be motivated within our educational reality.

Health education as a possible intervention in the child population living in disadvantaged settlements

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Social exclusion and lower living standards largely determine health behavior, healthcare and thinking about health. In this context is it important for us to emphasize more strongly on the health of the population living in disadvantaged areas, especially child population. Therefore, the aim of this research was a focus on the health status of people living in disadvantaged settlements. Consequently, we assessed the health condition and circumstances of these settlements.

In his multidirectional approach, the survey measured the most important health indicators and characteristics of the child population, including the primary care by health visitors, health care and health status of 10-14-year-old child population. Nevertheless, the research also determined, which factors have an important impact on the above-mentioned health parameters. The purpose of the study is to identify lifestyle elements that could determine health conditions. It also aims to provide guidance on health promotion, which contributes to the preservation and improvement of health in the disadvantaged settlements examined.

The results provide information about 23 beneficiary settlements selected in the Abauj region of Hungary. Based on the research data, it is well established which areas of health care of disadvantaged populations should be first intervened in the development of positive behavior and habits. Individuals have a crucial role in the decision about their own lifestyle, which has a strong influence on their fate, and all of these are reflected in efforts to improve the quality of life.

Ethical Considerations in Teaching Literature: A Contemporary Critique

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Understanding the worth of literature may lie within the core of literature itself and one of the ways in which it promotes values is that it helps refine our ethical reflections and inform our moral choices. It is an undeniable fact that the value of literature forms an indissoluble part of the broader cultural, historical, social and political domain. Literature constantly explores this territory inciting readers to understand and affect the change within it. Since literature reflects social realities, apparently it embodies human values in it. In modern society, literature is credited with great social, cultural and existential value. Good ethical values are always counted as a positive trait in both personal and professional life of an individual. These values could be inculcated in a person from a very young age through domestic moral lessons as well as through the medium of education. Literature or literary texts have an important role in inventing and sustaining these values in our society.

This paper investigates the relation between literature and ethics and, how it has played an exceedingly significant role in developing and spreading ethical values through different ages. Positive and negative ethics present in literature, has been highly contested discussion topics in the critical/academic domain. This study will discuss authors and works in the field of literature, which are of predominant relevance that shape the thought processes of individuals and societies. In an ever growing world, ethical issues are of prime importance that decides the life of the individual and future of the nations.

The Elimination of Agrarian Associations in the 1950-ies

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After the end of World War II, despite substantial personal losses and serious material damages, the associations of the agrarian society almost immediately recover their operation at most of the places. The political changes and setting up a democratic structure taking place in the country favoured these organisations. The reading circles' operation was a good fit to the unfolding new cultural principles and institution system, to free culture and education.

The situation of agrarian associations had changed considerably from the beginning of 1949. The turn in the national political power relations, the left-wing appropriation of the power, the gradual unfolding of the autarchy of the communist party, and the centralising efforts getting stronger and stronger both in the fields of economy, society, and culture significantly restricted the role of civil organisations. They received more and more fierce political attacks on behalf of the communist party, on the one part, due to their mostly smallholder, landowner peasant social basis, while on the other part, their autonomy, and independent interest representing role conflicted more and more with the public administration endeavours of the unfolding democratic centralism. At most of the places, there were substantial personal changes in the management of parishes, towns or cities. Almost exclusively left-wing office-holders were allocated to the top of public bodies, who usually had very unfriendly attitude towards agrarian associations.

Between 1949 and 1950, while the totalitarian dictatorship was deepening, similarly to other autonomous civil organisations, reading circles were also liquidated. By the liquidation of the associations, large groups of the agrarian society were deprived of the opportunities to organise their communities and have independent economic, social, and cultural activities. As a result of having no associations, local communities gradually fell apart, the ability to collaborate, the sense of togetherness, and solidarity diminished. This was exactly the goal of the totalitarian power that wanted to "nationalise" not only the economy but also the society by forced industrialisation, collectivisation, and by winding up the independent land holder peasant layer. By the beginning of the 1960-ies, even the last reading circles disappeared. There remained almost no visible, tangible trace of the former rich associational life.

Supporting the Grieving Young Person at School

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Death is a natural part of life to which everyone is exposed. Children and young people are faced with such crisis as well. Necessary support must be provided by the school, specialists as well as by the teachers. A grieving young person is behaviourally and emotionally a special needs student, who requires some adjustments and consideration of those needs. The problem lies in the fact that the grieving young person, in addition to changes and adjustments, also needs emotional support which often is not offered because of lack of knowledge. Therefore, it is important to find out how a teacher can support a grieving young person. This thesis aims to provide options to inform schools and teachers on how to offer support for the grieving young person based on their expectations and needs. The purpose of this research is to identify the needs of a grieving young person coping with school. Based on the purpose of this thesis the research questions are:

- What is the grieving young person needing and expecting from school?
- How does the grieving young person's behavioural and emotional special need affect their ability to cope with school?
- What kind of support can a grieving young person receive outside of school?

This research used qualitative methods. Semi-structured interviews were conducted to collect data. The sample consisted of young persons aged 18-20, who had experienced a loss of someone close. The obtained results were analyzed with qualitative content analysis.

The study revealed that, to assure the best coping with grief of the grieving young person, the school's skilful support and help are pivotal. It is necessary for all students and teachers involved with the grieving student to be aware of the crisis. To find the appropriate approach and behavioural methods, professional counselling is suitable. In the study work the grieving young person needs some adjustments and concessions to be extended. The behavioural and emotional special needs arising from grieving, require attention because of the effects on the student's private as well as school life.

Aspects regarding the methodology and method of teaching the volleyball game to the beginner groups

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The aim: Taking into account that the finality of the instructive-educational process at the level of the beginner's group is to fulfill as accurately as possible the player's model and the game model of the team and on this basis, the promotion in the advanced teams I. I have proposed that through this work to contribute to the enrichment of the theoretical, practical and methodical arsenal of volleyball at the beginners' level, based on the latest concepts offered by the literature. The research was conducted over a one-year period with a group of 25 children (girls) aged between 11 and 12 years. Students were observed during physical education classes and were selected in the beginner group according to somatic qualities. Then the somatic tests (waist, weight, chest perimeter, span) were applied, motric (detent on the spot - 35cm-faces, jumping in length - 175cm, forward-back 6x6m - 5 sec, lateral movement, 10 x 3 m - 12.6 sec) and technical (pass with two upper hands (to the wall) - 5/5 points, front service - 5/5 points, down (take-over) - 5/5 points) in order to establish the initial level of driving training. Based on the study, it was found that positive results were achieved in the final evaluations, which confirms once again the formative valences of the training activity in achieving the proposed objectives. Following the interpretation of the obtained results it was found the following: 1. The beginner group comprises players with a good somatic level, but still do not meet the requirements of the optimal selection (Thissen-Milder, M., & Mayhew, J. L. 1991) 2. The sample's engine level is closer to the motor model but still does not reach the required maximum (Ana Pereira et al 2015) There is a real breakthrough between the initial and driving tests, but also a fairly visible difference between the final results and the motor model. 3. At the technical level, there is also a progress from initial testing to final testing, which demonstrates that the means selected to achieve the proposed objectives have been effective (Felicissimo C. et al 2012).

Development of six-grade students' multiplication strategies

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Numeracy is an important basis of the mathematical skills which develop during the years of secondary school too. It is crucial to identify problems in time by assessing early school years. In last decades more researchers focus on investigating how students solve multiplication word problems. Siegler's models (2000) can be used for the development of pupils' mathematical thinking.

In this study we monitor how successful Hungarian students are in solving two-digit and three-digit multiplication word problems and whether their effectiveness actually depends on adaptive strategy use.

Our aim is to develop an P&P-test which can be a reliable tool for teachers to assess their students' numeracy skills. Our sample consisted of six grade students from secondary schools of Hungary (N=270). During the month long developmental program we used for the pre- and posttest two mathematical achievement tests, background factors questionnaires and the questionnaire Mathematical Beliefs (Kelecsényi & Csíkos, 2013), interview. The collected data we analysed by help software SPSS 17.0.

There are significant differences in the strategy use of children. Teaching metacognitive strategies were successfully integrated into a teaching experiment conducted with 30 children in the developmental research. The usefulness of improving pupils' adaptive calculation and multiplicative skills for everyday life and real-life situations will be discussed. For more, adaptiveness as an approach comprising also metacognitive components of mathematical thinking may have relevant transfer effects from one domain to others.

Value-Based Pedagogy: A Holistic Didactic Methodology

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Education enables a person to realize the truth by instilling a sense of duty and responsibility, resulting in fulfilling the purpose of life. Nelson Mandela defined education as ‘the most powerful weapon which you can use to change the world.’ It is a powerful tool with which inequalities based on race, gender, class, age, social, political and economic bias can be eradicated. Pedagogical practices have an influential role in shaping a person’s knowledge as part of education. A successful outcome of pedagogical practice is possible only with a holistic approach or methodology. This paper intends to explore the field of education with special focus on didactic theories based on a holistic approach. This study aims to investigate the use of literary texts as an overwhelming presence in the domain of education. Influence of both spoken and written texts, starting from the classical age will be analyzed; its evolution throughout the centuries, and the significant theories and practices proposed and employed by proponents in related fields will be discussed in detail. Relevance of picture books, fairy tales, and fables will be examined as the launch of pedagogical practices and how they help in developing the character of a person and his/her ethics and values in life will be analyzed. The concept of ‘bibliotherapy’ will be given special attention, in providing mental, intellectual, spiritual, emotional and hence physical fitness for a person. Thus, this paper will provide an overall view of interconnectedness of pedagogical methods and texts from the beginning to the postmodern times, in creating and developing the appropriate level of understanding in an individual.