Pedagogy of the past and the future

Collection of English language studies about XV. National "Taní-tani" Conference,
Faculty of Arts at the University of Miskolc, 02. 02. 2024

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PREFACE

Dear reader,

Every year since 2008, the University of Miskolc has organized one of the most significant domestic "Teaching-Scientific" conferences. This year, the title of the conference was "Pedagogies of the Future".

The main patron of the event was prof. dr. Rector Zita Horváth, rector. The plenary speakers were Professor Falus Iván, Julianna Mrázik, Ida Szűcs who presented the Didactic Handbook (Academic Hungarian Science, 2023). The moderator was Emese K. Nagy.

The languages of the international conference were Hungarian and English. More than two hundred people took part in the thematic sessions, including teachers, university students and doctoral students from Vietnam, Romania and Slovakia. In this volume, we have collected the most successful English lectures.

The writings are extremely colourful, giving space to the latest research results. Each of the studies meets the expectations of science and the scientific method, and each demonstrates the author's commitment to the topic presented. The professional success was ensured by the community of the Teacher Training Institute, with great emphasis on the practical content of the lectures, the discussion of issues related to teacher training, and the involvement of practicing teachers.

Now it's your turn to read, interpret and enjoy the writings.

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STRATEGIES USED BY TEACHERS TO MANAGE MISBEHAVIOUR IN THE CLASSROOM

Abstract: *The effectiveness and efficiency of instruction in schools are determined by classroom culture, which is a factor that is widely recognized. This is one of the perplexing and thought-provoking issues that teachers are currently facing. This paper presents the strategies or ways used by teachers in handling disruptive behaviour of students in the classroom to effectively achieve learning goals.*

Keywords: *disruptive behaviour, classroom management, Complex Instruction Program (KIP)*

1. Introduction

Successful teachers implement strategies to monitor classroom events to enable a conducive environment for teaching and learning. Discipline is one of the most important ways successful teachers manage learner behaviour in the classroom, and it is also an act of raising children on the right path [1]. Classroom disruptions pose a serious threat to students' academic progress, a major cause of stress for teachers, and a substantial barrier to learning in schools [2]. The behaviors of students have evolved significantly during the past 20 years, posing a serious behavioral problem for educators in educational institutions [3]. The teacher maintains order and motivation in the classroom in order to get the students to participate in the learning process. The teaching process will fail if the teachers are unable to control their class through a variety of teaching strategies [4]. Teachers use the term "classroom management" to ensure that there are no issues throughout the teaching process, even when there are disruptive actions from the students. According to Beaty-O'Ferrall et al. [5], this expression refers to the prevention of behaviours that are likely the most challenging parts of teaching for the teachers.

Although the study concentrated on teaching strategies, classroom management and the interaction between teachers and students was taken into account because these factors can help to reduce disruptions in the classroom [6]. Establishing a supportive rapport with students is part of classroom management, which is defined as an educator's efforts to create a structured learning environment that facilitates learning [6, 7, 8]. Prosocial and responsible behavior as well as academic engagement are linked to positive and encouraging teacher-student relationships [9].

However, teaching is a challenging profession where educators must win over kids' hearts and even develop close relationships with the disruptive ones [10]. Through social encounters, this conquering of the hearts takes place. Research has

indicated that educators who facilitate the growth of these connections witness a decrease in behavioral issues from students and witness enhanced academic achievement [11].

Additionally, teachers must be completely equipped to handle the challenges that arise in the classroom [12]. Research on classroom management strategies and techniques for confronting disruptive students has been done on occasion [13]. Few studies, though, have examined these techniques. Researchers and policymakers have launched a global effort over the past 20 years to investigate the elements that contribute to the efficiency of educational institutions [14]. Therefore, the goal of the current study is to examine the techniques and strategies used by teachers in the classroom to deal with the disruptive behaviors of the students.

1.1. Classroom management

A "wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class" is how classroom management is frequently described in the literature [15, 16,]. This is a general definition of a very broad subject, and in order to comprehend classroom management to its fullest, one must be aware of the underlying theories that underpin the whole field. Engaging students with relevant tasks is seen an important part of classroom management, as previous research confirms that students who are highly interested in the classroom tend not to disrupt or misbehave [17]. Suchyadi, Y. et al. [18] similarly perceives that in order to provide a favorable environment for teaching and learning, group activities and appropriate classroom behavior are two of the most crucial elements of effective classroom management. It is critical to keep the classroom calm and conducive to learning at all times [19]. The term "classroom management" according to Nair and Otaki [20] describes the strategies that teachers employ to maintain a secure, efficient, and well-organized teaching and learning environment. This strategies include guidelines and policies, setting an example of good behavior, and implementing policies, sanctions, and rewards that will improve efficient instruction and learning. An earlier work, however, suggests that one of the most important components of efficient classroom management is appropriate classroom behavior [21]. The overwhelming majority of previous research emphasizes that fostering a supportive learning environment for students is the primary goal of classroom management. However, dealing with disruptive students and enforcing discipline in the classroom appear to be the fundamental components of classroom management in its broadest sense [22].

Maslow [23] proposes splitting the concept of classroom management into two distinct categories in a more thorough approach. Instructional management and behavioral management are these categories. According to him [23], planning and the elements that influence a teacher's capacity to instruct students using particular materials are included in instructional management. On the other hand, behavioral management refers to the expectations that a teacher has for the behavior of their students, including appropriate behavior, interaction levels in the classroom, and a number of other aspects. Consistent with most prior research, classroom management

may be understood as a reaction to student behavior that disrupts the instructional and behavioral aspects of teaching and learning, as proposed by Sowell [23].
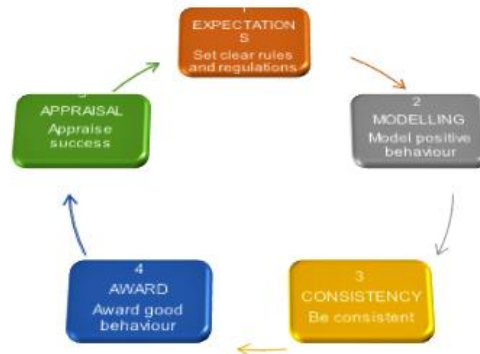

Figure 1. *Classroom management strategies*
Modified after Monash University

1.2. The role of the teacher

It is impossible to overstate the importance of teachers in creating a classroom climate that is supportive of learning. Without teachers' continual guidance, managerial abilities, teaching, and learning, classroom activities might not be successful. Teachers are expected to assume a variety of roles in the classroom, such as learner, facilitator, and manager [24], in order to effectively manage the classroom. Firstly, teaching as a learner. Teaching and learning are ongoing processes. Knowledge can be easily absorbed by students when it is presented from the viewpoint of the learner. Secondly, teaching as a facilitator comes in second. In order to support their students' intellectual and improve their behaviour as well as their engagement in the diverse classroom, teachers should provide a supportive learning environment. Teachers ought to support their students in developing into independent learners. this may be achieved by implementing relevant methods of instruction. Lastly and possibly, teaching as a manager. An experienced teacher is able to effectively manage time and space in a variety of contexts. To cover the curriculum in the allocated time, teachers must prepare ahead of time by combining academics, interpersonal skills, and a variety of teaching strategies. Through perfect classroom management, teaching as a manager will result in successful teaching-learning techniques. Teaching as a manager, facilitator, and learner that is, with the focus on the needs of the students differs from traditional teacher-centered education.

The learning tasks in a traditional teacher-centered classroom are designed by the teachers. The majority of their time is spent using PowerPoint or the whiteboard to demonstrate the course material. In addition, students are required to pay attention to teachers and take notes [25]. However, in a student-centered classroom, teachers need to provide students a conducive learning environment. Instead of explicitly

imparting knowledge, teachers provide students the chance to collaborate to complete the assigned tasks, which strengthens student-to-student interaction [26].

Poor classroom management could be a sign of poor instruction. It is the duty of teachers with regard to this, to make sure that interactions in the classroom foster achievement and lessen interruptions. The following recommendations are for teachers to abide by: Teachers should first set up a comfortable space where students can work in groups to complete assignments. By doing this, students will be engaged in completing a shared work rather than disturbing other students [27]. In order to help students relax, teachers are allowed to utilise humour and fun in the classroom. In order for students to feel more secure and to share accountability for reaching the desired results. Second, teachers should clearly communicate to students the aims and goals of the class. By raising the expectation of rewards and lowering the expectation of work necessary, this conduct will increase student motivation [25], hence mitigate classroom disruption. Third, teachers should use a range of questioning strategies and voice tones while interviewing other students. For example, when reading instructions, teachers may pose thin and thick questions and give students different methods to respond to the questions. Teachers ought to speak in a more sophisticated manner while debating the papers' major concepts.

1.3. Teacher-student interaction

The foundation of an effective teaching and learning process is the presence of positive interpersonal interactions between teachers and students [18]. The degree and calibre of student cooperation determine how well a lesson goes in the classroom. There is a clear relationship between student group projects and how frequently teachers intervene. When a teacher takes on a leadership role, the students act differently from when the teacher is present but transfers the leadership role [28].

In addition to helping students manage conflicts within the classroom, the teacher also plays a significant role in fostering positive relationships between students and discouraging negative behaviour [29, 30]. As a result, a good rapport between students and teachers can reduce the frequency of aggressive behaviours [31, 32] and eventually encourage prosocial behaviours. This, in turn, can increase the frequency of aggressive behaviours and foster a positive educational environment [33].

1.4. Culture of teaching and learning

The learning environment in a classroom has a direct impact on the standard and can affect the relationship between teachers and students as well as their performance. Research indicates that interactions between teachers and students have a significant impact on how well learners are managed, how well they do academically, and how well they progress socially [34]. Academic achievement can be impacted by poor student wellbeing [35]. Additionally, a student's learning capacity and engagement may be limited due to a lack of resilience to protect wellbeing, which can have consequences for continuation and attainment [36]. Teachers believe that the most important element in a learner's good attitude towards education is the quality of the

teacher-student interaction. Additionally, the relationship between teachers and students has an impact on both parties' wellbeing. However, teachers may be able to gradually alter a learner's behaviour, managing the behaviour and enhancing the relationship as well as the student's achievement, if they critically observe the behaviour of the student and attempt to understand the behavioural culture and causes of the persistent act [37].

1.5. Disruptive student behaviour

One might define disruptive student behaviour in a variety of ways. Anger and frustration are some of the negative emotions that are frequently caused by disruptive student behaviour and these feelings can ultimately result in tiredness and teacher burnout [38]. This behaviour refers to actions or demeanour by students that impedes the smooth flow of instruction. It disrupts the classroom atmosphere and prevents the educational process of the disrupters and other students. Although there are many variations in this kind of behaviour, it frequently consists of acts that are rude, disruptive, or could endanger the learning environment. Disruptive student behaviour, as affirmed by Mabeba and Prinsloo [39], is connected to issues with school discipline that restrict students' access to basic rights, safety, and respect in the classroom. In contrast to what is taught in the classroom, disruptive student behaviours can also be seen as an attempt by the students to defend and protect themselves. In this study, disruptive student behaviour will be viewed as a self-defense tactic adopted by students that also disturbs other students in the classroom. According to several sources [40, 41, 42, 43, 44, 45, 46] disruptive student behaviour (DSB) is defined as behaviour that controverts classroom instruction. It is a major source of concern for teachers. Disruptive behaviours have been linked to learning, poor academic achievement, and performance [47]. They can also lead to violent incidents inside or outside of schools [48]. Accordingly, a student's academic achievement will either be successful or unsuccessful based on the presence or absence of disruptive behaviour [49]. This implies that, while disruptive behavior impedes learning and results in poorer academic outcomes, positive behaviour fosters a productive learning environment and improves academic performance. Befring and Duesund [50] state that environmental or personal characteristics are mostly responsible for DSB. These behaviours, which annoy other students and can take many forms, including making loud noises and disturbing the entire classroom environment, occur when students' perceptions of a situation differ from what teachers have asked of them [51]. Ignoring or frequently breaking rules can lead to disruptive behaviour in the classroom. Similarly, Jurado and Tejada [52] characterize DSB as an unsuitable conduct that interferes with learning, shatters interpersonal relationships, and hinders the advancement of the class, impacting not only the individual student but also the other students and teachers who must bear the repercussions [53]. These negative behaviours can be aggressive and therefore expressed through physical aggressions and verbal abuse such as irritating messages or threats [54]. In this study, combining all the above-mentioned definitions, DSB will be acknowledged as a kind of student behaviour that deviates the instructions of

the teacher, hence making it difficult for teachers to control and manage the class and affects the academic performance of students.

1.6. Effective teaching

Good education and classroom behaviour management are necessary for effective teaching [55]. Students who are not paying attention or who are distracted by other students' disruptive actions will not learn, even in the context of excellent teaching techniques [56]. According to Korpershoek et al. [57], teachers who possess a variety of competencies, including subject-specific, pedagogical, and sociological knowledge, are better able to comprehend the needs of their students, the learning environment, and the curriculum's applicability to achieving their learning goals.

Studies show that effective teachers promote learning by actually caring about their students' engagement [58]. Their aim is to foster relationships among students that afford them the chance to investigate their cultural identities. They set high but realistic goals for students' growth in thinking, reasoning, communication, reflection, and self-evaluation skills, and they give them the opportunity to question why and how much the class is doing specific activities [59]. According to Bucher and Lee Manning [60], experienced teachers are better able to identify the needs and issues of their students. This suggests that when teachers are familiar with techniques for determining the needs and issues of students, the disruptive behaviour in the classroom can be effectively managed. A low self-image, negative experiences at home or in other classrooms, peer or friend pressure, and other factors can all contribute to students' disruptive behaviour [61]. In order to put the right measures in place, the teacher must possess the knowledge necessary to determine the circumstances underlying the persistent behaviour. In order to accomplish this, the teacher needs to create plans for handling disruptive behaviour in the classroom [62]. But in an improperly managed classroom, teaching and learning cannot take place [63, 64, 65].
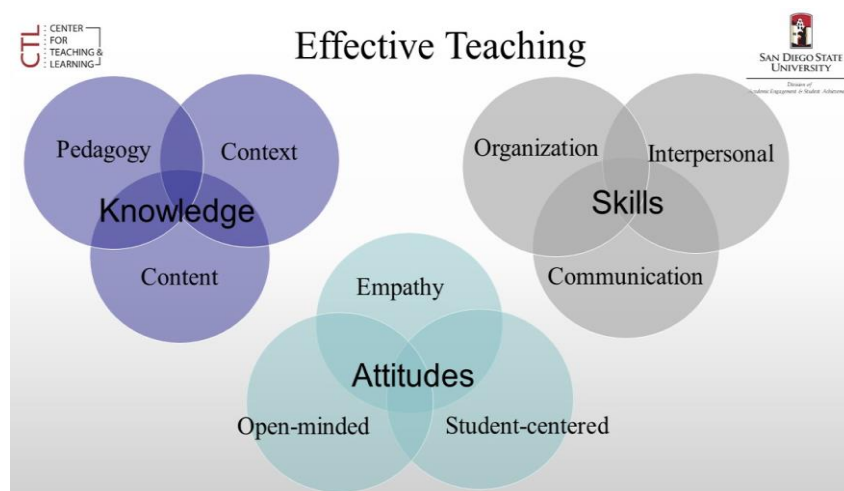

Figure 2. Modified after San Diego State University

1.7. Complex Instruction Program

Complex instruction program (KIP) is a teaching method that enable teachers to use cooperative group work to educate at a high level in a classroom with diverse of academic backgrounds. With this program, all students in diverse classrooms will be able to succeed in learning outcomes, hence mitigating disruptive student behaviour in the classroom.

Studies show that in academically diverse classrooms (Gardner's multiple intelligences), teaching strategies such as group work that allow for the use of multiple abilities are successful in helping students learn new subjects. Cohen and Lotan [26] agree in their study that, with the help of tasks that enable status management, group work organized in this way helps high-status students to see their low-status peers as competent. The self-confidence and self-esteem of the latter group increases, which affects their behaviour and performance related to the subject. This allows the student to benefit both in terms of learning new subjects and in terms of social behaviour. In the context of this study, good teaching methods (e. g. KIP enabling the management of student status) can help teachers to effectively manage their classrooms. This method helps to mitigate DSB, thus involving a wide range of students towards a common goal.

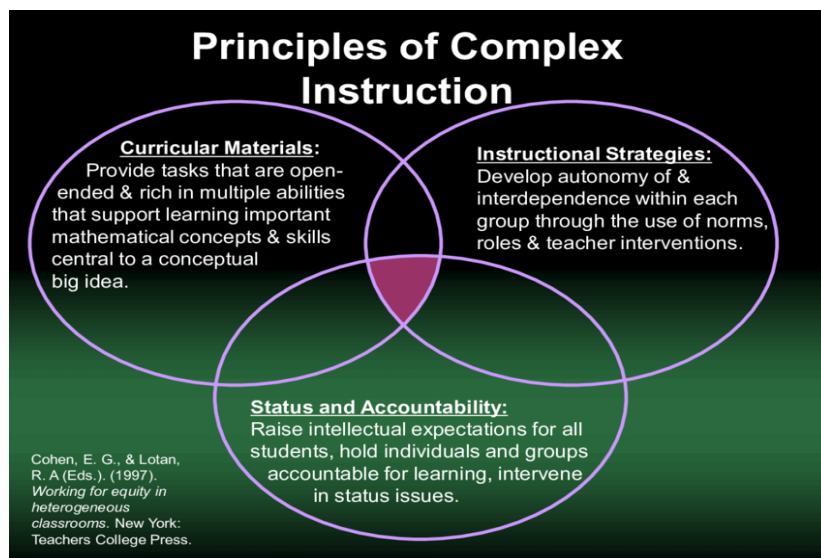**Figure 3.** *The Principles of Complex Instruction* (Cohen & Lotan, 1997)

2. Conclusion

Managing disruptive students in the classroom is an essential part of good teaching. To establish a favourable learning environment, teachers have created and put into practice a number of ways. The prevention and management of disruptive behaviour in the classroom depend heavily on effective classroom management strategies.

These methods concentrate on upholding discipline, creating routines, and encouraging student participation. Among the strategies are creating routines, utilising attention-grabbing signals, employing strategic seating arrangements, and putting in place a regimented daily plan.

Complex Instruction Programme (KIP) enables teachers to use cooperative group work to impart high-quality instruction to students from a variety of academic backgrounds. This programme will help all students in diverse classes achieve their learning objectives, which will reduce disruptive behaviour from students. Effective classroom management can be facilitated by teachers using good teaching strategies, such as KIP, which allows for the management of student status. Keeping students motivated and engaged helps stop disruptive behaviour. Students that are highly involved in their education are more likely to participate in class and are less likely to act out. Linking lessons to students' interests, utilising a variety of teaching styles, including interactive and hands-on activities, and giving students opportunity for choice and autonomy prevents them from being disruptive in the classroom. By assisting in the mitigation of DSB, this approach unites a diverse group of students in pursuit of a common goal.

Disruptive behaviour can be greatly decreased by teachers and students developing strong, good relationships. A classroom that is positive can be fostered by relationships based on mutual respect and trust. Teachers keep lines of communication open, genuinely care about their students' lives, and offer constant support and encouragement. Teachers can effectively handle disruptive behaviours and create a happy and productive learning environment for all students by implementing these strategies.

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DEVELOPMENT OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN ELT WITH THE USE OF TECHNOLOGY

Abstract: *Intercultural communication has a determinative role in our modern society, thus the development of Intercultural Communicative Competence (ICC) has gained ground in foreign language teaching within the new approach, intercultural language teaching, in order to prepare language learners for interaction with people from various cultural milieus using the learnt foreign language. Technology in foreign language teaching can facilitate the development of this competence to a significant extent, thus the aim of the study is to examine to what extent supplementary digital materials are available in the case of a chosen coursebook package. Furthermore, it is examined whether they are culture-related and may be proper for the development of Intercultural Competence (IC). In the short research, a coursebook package is examined from three perspectives. Firstly, the extent of supplementary digital materials is searched, then the available supplementary digital materials are surveyed looking for culture-related resources which are suitable for the development of IC. Thereafter, a chosen supplementary digital material is examined from the aspect of the possible extent of IC development. It can be concluded that in the case of the chosen coursebook, there is a great amount of supplementary digital materials, but only two of them are culture-related. The analysed material may develop all 5 components of IC but not to equal extent, and the guidance and anticipation of the teacher are highly needed during the activities. The coursebook package contains many supplementary digital materials but the improvement of IC is not their priority, although this competence is indeed essential in the case of foreign languages. The examined material is suitable for the IC development but without the planning, preparation and instructions of the teacher not all of the components of IC could be developed.*

Keywords: *technology, intercultural communicative competence, intercultural competence, analysis, supplementary digital materials*

1. Introduction

Intercultural communication is a phenomenon which determines our daily life in the modern world. Due to globalization, people communicate frequently with others from different countries and cultures, thus efficient and appropriate communication is a requirement of the 21st century in such situations. Foreign language learners who learn English should acquire the proper competences in order to make and maintain contacts successfully with people who have another mother tongue and a different cultural background. The ability to communicate with others across various cultures is essential in the case of language learning because a foreign language is learnt to understand people from different cultural milieus with a different mother

tongue and to communicate with them in speech and in writing as effectively as possible. Nowadays, we are surrounded by technology, and it is present on every level of life, thus technology is applied in teaching and learning processes as well. Digital tools and devices can help language learners to be prepared for intercultural communication in an effective manner. The development of students' *Intercultural Communicative Competence (ICC)* within intercultural language teaching and learning in the classroom may facilitate the success of their cross-cultural communication. Intercultural teaching is a new approach in foreign language teaching which supports the acquisition of the necessary skills, attitudes and knowledge for intercultural communication.

2. Intercultural Communicative Competence (ICC)

2.1. Definition of ICC

ICC is not a universally accepted term which is used uniformly in scientific works. Fantini [1] lists altogether 19 alternative terms which can be used instead of ICC. According to him, *intercultural sensitivity, intercultural competence* and *intercultural communication competence* are synonyms for ICC, for instance [2], but in the study the term ICC is used universally. Likewise, ICC is conceptualised indeed differently by different researchers and methodologists [3]. The basis of this study is Byram's definition and model of ICC.

According to Byram [4], ICC implies the capability to understand people who speak another mother tongue and live in a culturally different context with the capability to communicate with them successfully. In the interest of successful communication among people with different cultural background and first language, people should develop their ICC in order to understand other people and even themselves, to reflect on issues of humanity, to interrogate social conditions and to be critical. A foreign language is often used in an intercultural communicative situation when the interlocutors' knowledge about the world is present in conversation, including possibly some knowledge about each other's country and their own country. Knowledge has an essential role in such situations, but it is not enough. The aim in such communicative cases is efficient communication through establishing and maintaining relationships which language learners can acquire through ICC development.

2.2. Byram's model of ICC

Byram's model of ICC consists of 4 competences:
- *intercultural competence (IC),*
- *linguistic competence,*
- *sociolinguistic competence*
- and *discourse competence* [3].

These competences are based on the idea of van Ek, but Byram redefined van Ek's terms on the basis of his own ICC definition. Linguistic competence means that the speaker has the knowledge about rules of the standard language, and the person

can apply this knowledge about rules with the aim to create and explain spoken and written language. Sociolinguistic competence indicates that the speaker is able to add meanings to others' produced language. Discourse competence implies the use, discovery and negotiation of strategies to produce and interpret full, coherent texts which are applied in intercultural situations [4].

According to Byram [4], ICC and IC are not the same (p. 70), albeit the two terms are often used as synonyms of each other in other academic works. In fact, in his model, IC is one of the four competences included in ICC. Byram understands under IC the capability of a person to communicate in his or her own mother tongue with people who have different cultural backgrounds and mother tongues. The person is able to surmount cultural differences and is keen on intercultural interactions. On the other hand, ICC involves decentring which means that the speaker is able to take up other people's perspectives and to resolve problems in interaction and behaviour in the learnt foreign language, and the speaker uses foreign language for communication instead of the mother tongue. IC is a component of ICC, which includes 5 elements:

- *knowledge,*
- *attitudes,*
- *skills of interpreting and relating,*
- *skills of discovery and interaction*
- and *critical cultural awareness* [4].

Attitudes towards someone else can be explicit and implicit in the interaction, and they influence the communicative processes. Attitudes can be either positive or negative. They imply curiosity, openness and readiness to underplay disbeliefs about someone's own culture and other cultures [4].

Knowledge means the knowledge about social groups and their products and practices in the person's own country and other countries including the knowledge about basic procedures of communication on societal and individual basis. The speaker has knowledge about his or her own culture and social group in an intercultural communicative situation, and the person may possess knowledge about other cultures and social groups as well. Moreover, the speaker has a certain knowledge about the idea and procedure of interaction individually and societally. The interlocutor is required to use all of the acquired knowledge to understand certain documents from and behaviours of other persons, social groups or countries [4].

Skills of interpreting and relating imply the interpretation of a document or event of other cultures and their explanations. Furthermore, they indicate relating to documents from the speaker's own culture. Skills of interpreting and relating mean that the competent speaker is able to explain and interpret documents from a given country and to find connections with other documents. These skills depend highly on someone's acquired knowledge. They do not require necessarily interaction with someone else. They can involve documents as well [4].

Skills of discovery and interaction means the acquisition of new knowledge about a culture, about its cultural practices and the operation of knowledge, attitudes and skills in real-time interaction. They are relevant when someone does not have any knowledge or has just limited knowledge about a specific phenomenon, thus the

person has to develop particular knowledge and understanding about the relevant beliefs, meanings and behaviours. These skills mean the recognition of meaningful phenomena, the elicitation of meanings, connotations with their meanings in an environment which is still new and unknown for a person. Moreover, skills of discovery and interaction imply the management of communication when attitudes, knowledge, skills of interpreting and relating are present at the same time in order to manage problems during communication and mediate between people with different identities and cultural backgrounds [4].

he last component, critical cultural awareness, means that the speaker is able to assess perspectives, practices and products in his or her own culture and other cultures in a critical way with the use of explicit criteria. A competent intercultural speaker with the help of critical cultural awareness is able to identify others' and his or her own direct or indirect values and ideologies, and explain them in context [4].

The components of IC can be developed individually through experience and reflection, but teachers in ELT can help language learners to develop their IC [4]. It is demonstrated in this section that the elements of IC are dependent on each other to a great extent.

3. Technology in education

3.1. Definition of technology in foreign language teaching and learning

The term *technology* implies in the study all electronic devices and functions which can be applied in education [5]. Appropriate use of tools of technology may result in the transformation of language teaching and learning complementing the facilitation of communication in education [6]. This conversion means the renewal of teaching and learning methods, the changing nature of collaboration and interaction among students and teachers. Every digital tool which is used in education in order to assist teaching and learning is called in this case technology [7]. Technology has many more specified synonyms in the scientific literature regarding teaching and learning purposes. For example, the terms *educational technologies (edtech)* and *information and communication technology (ICT)* are also often used [7], [8].

3.2. Necessity of technology in education

People are surrounded by digital technology in the 21st century everywhere, all the time. It has become an indispensable part of everyday life, thus it cannot be excluded from education. New teaching methods and options have appeared based on technological tools, and the use of technology in the classroom has become a general demand [2]. Teacher trainees in most teacher training programmes have seminars in connection with technology application in education, and different trainings are available for teachers where they can get to know the effective use of technology, thus they can broaden their knowledge.

Furthermore, the methods of traditional teaching are not enough for the students of the *Generation Z*. They need new ways of teaching involving technology [2], [9]. Learners who are currently being taught in our education system were born and have

grown up with the constant presence of technology. They have used digital tools since their early childhood, and they can manage and handle digital devices instinctively, automatically without any problems or difficulties. These learners are called *digital natives*. The brain of digital natives operates differently from the brain of elder people who were still born in an age without technology. This group of people are called *digital immigrants* because they have adopted and learnt how technology works, and how it can be used. Digital natives process information faster, and they prefer multi-tasking, thus they are not as patient as digital immigrants in the learning process. Digital natives do not prefer step-by-step logic and structure. They favour graphics, such as videos, films, multimedia, and hypertexts instead of traditional texts [9]. Technological tools provide a great opportunity for the satisfaction of these demands which are an incentive to the modernization of language teaching [10].

Technology is used not only in education, but also in every field of modern life, society and the world [10], thus the proper management of digital technologies and *technical skills* have recently become basic requirements in the world of work [2]. Language teachers are not teachers of informatics, but in language lessons teachers can facilitate technology use supporting the practice and development of technical skills because technological tools influence reading, writing and numeracy [11].

Finally, *lifelong learning* determines the society in the modern globalized world. It means that knowledge has become a special value which nourishes improvement in every area of life [11], and the members of society should develop their skills and knowledge constantly because they have to keep pace with the changing expectations worldwide. These digital tools and devices may provide a great solution for lifelong learning, thus language learners should be taught how they can improve and maintain their foreign language proficiency outside the classroom and after the school years.

4. Development of ICC with the use of technology

With technological assistance, a notable amount of resources and information have become easily available [6], [12], thus technology makes it achievable with its new inventions in the 21st century for people to get to know various cultures and languages through sharing information, being involved in bilateral projects and activities online [13]. Technology provides the opportunity to present culture and support intercultural learning in the classroom from a new perspective [14] which is different from the standard tools and methods such as coursebooks and printed sources.

4.1. Internet and authentic resources

According to Godwin-Jones [14], topics dealing with culture do appear in textbooks, but they are often frivolous and based on general touristic facts (p. 2). Furthermore, these topics are too general with the notion of a nation's fixed culture, and students are hardly involved in the culture-based activities which may appear in the coursebooks. Generally speaking, textbooks include oversimplified, unauthentic texts and sources which can be understood easily by language learners. Basically, their aim is easy

understanding, but it has been recognized by many teachers and educators that learners need to deal with authentic sources from the learnt language as well.

On the first place, the internet is a good source of authentic resources. Various products from different cultures are available for teachers on the internet, thus authentic materials in the target language can be reached easily [6]. This may support particularly the development of the knowledge dimension of IC, and students can learn through resources how they can distinguish reliable and unreliable sources about cultures on the internet [15], thus their critical cultural awareness may also evolve.

4.2. Visual and multimedia resources for intercultural learning

Additionally, the media which are available online provide a prosperous collection of cultural contents [14]. There are applications and websites such as Pinterest, Pixabay and Tumblr which include many pictures from all around the world which are suitable for analysis from the perspective of IC development. There are video sharing portals, such as YouTube and Videa, with multimedia resources which facilitate the skills of exploration, analysis and interpretation in intercultural learning. Goodwin-Jones highlights that active use of video sharing portals through editing and making videos can be more effective in intercultural learning than watching videos because students are involved in the process of video making. Videos can give the chance to see and observe other people's behavior from different cultures. The video sharing platform, TikTok, is perhaps nowadays the most widespread source of various pieces of cultural information from all around the world.

Furthermore, intercultural learning may be enhanced by different kinds of online games [13]. There are online games where players can interact with each other synchronously during the game from all around the world in multiplayer modes or there are games which can only be played online with others. For example, players can use chats within the games to communicate with each other. Such a game is, for example, the very popular strategic game of 2020 Among Us. On the other hand, people can communicate through headphones and microphones in games. The games Minecraft and Fortnite offer for the players such opportunity, for instance. Players can cooperate within such games and contact people efficiently worldwide.

5. Empirical researc

5.1. Aim and research questions

As it can be read previously in the study, coursebooks contain mainly only a few oversimplified texts which are culture-related, but the cited scientific literature does not deal with the supplementary digital materials which belong to the coursebooks from this point of view explicitly, thus the aim of my research is two-fold. Firstly, the supplementary digital materials of the chosen coursebook package are surveyed. Then, these supplementary digital materials are analysed for culture-related contents. As a third part, a chosen culture-oriented material is studied in greater detail to determine the extent to which students' IC could be developed with the use of the given resource. The research is based on the following three research questions:

1. To what extent does the coursebook package include supplementary digital materials?
2. Which of the digital supplementary materials include specifically cultural contents?
3. To what extent does the chosen culture-oriented material facilitate the development of students' IC?

5.2. The studied coursebook package

The studied coursebook package is called *Solutions 2nd edition* [16]. The materials for this edition were published firstly in 2012 and 2013 by *Oxford University Press (OUP)* [17]. A third revised version of the package was published in 2017, but the materials of the second edition are still in use, and they are available except a few ones. The package consists of five levels from level Elementary to Advanced which are designed for teenagers who learn English as a foreign language. The main printed materials at each level are the Student's book (SB), the Workbook (WB) and the Teacher's book (TB).

5.3. Methods of data collection and analysis

In the first phase of the research, information about supplementary digital materials for the coursebook package is collected in order to define the extent of supplementary digital materials which belong to the coursebook package. Thereafter, the available supplementary digital materials are examined for cultural content. Every content is understood under cultural content which is in connection with culture, and IC development may be possible with the application of them. The official OUP website (https://elt.oup.com) is studied where reliable information about the second edition of the coursebook package is accessible. Furthermore, many materials can be found on the website. Additionally, the webpage of the Hungarian Oxford Bookshop (https://oupbooks.hu) and the TB of the package on pre-intermediate level are looked at.

It is essential to clarify for the research which materials are understood under digital materials and supplementary materials. The collected data about the supplementary digital materials were analysed on the basis of an own definition. Taking the following definition as a point of departure for the research, every piece of material is regarded as digital if a technological device is required for reaching, opening or using it. Supplementary materials are such materials which supplement the core materials which are the SB, WB and TB.

Thereafter, a chosen material with cultural content, which is a video with its worksheet, is analysed in detail based on the results of the first part of the research for receiving answer to the third research question. The clip and the worksheet are considered as one resource because according to the recommendation of the coursebook package, they should be used together. The video with the worksheet is studied in order to determine the extent to which they facilitate the development of IC as defined by Byram [4]. This means searching the materials for elements that are

in any way connected to the 5 IC components and to the corresponding objectives (see *Table 1*).

<div align="right">

Table 1

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<div align="center">

Main objectives of IC's components (Byram, 1997, pp. 57–63)

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	COMPONENT	MAIN OBJECTIVE
1.	attitudes	curiosity and openness, readiness to suspend disbelief about other cultures and beliefs about one's own
2.	knowledge	the knowledge of social groups and their products and practices in one's own and in one's interlocutor's country, and of the general processes of societal and individual interaction
3.	skills of interpreting and relating	the ability to interpret a document or event from another culture, to explain it and relate it to documents or events from one's own
4.	skills of discovery and interaction	the ability to acquire new knowledge of a culture and cultural practices and the ability to operate knowledge, attitudes and skills under the constraints of real-time communication
5.	critical cultural awareness	an ability to evaluate, critically and on the basis of explicit criteria, perspectives, practices and products in one's own and other cultures and countries

The video and the worksheet on the *Culture DVD* are looked at, and checked whether they can be used by the teachers to develop their students' competence connected to their own culture or other cultures, and if yes, how.

5.4. Results

5.4.1. Supplementary digital materials and cultural content

There are two types of supplementary digital materials in the case of the Solutions coursebook package. There are supplementary materials which automatically belong to the printed core materials free of charge, and there are materials which can be bought as extras. As an addition to the TB, which contains suggestions for lesson plans and answer keys for the SB and WB, there is a special so-called *Teacher's Resource CD-ROM* which includes printable and interactive materials. The printable resources are various classroom activities, student self-test sheets, warmers and fillers. Interestingly, these materials are available online on the OUP website under *Oxford Teacher's Club* page after registration as well for free. Moreover, the TB can be downloaded in PDF format from this page. These materials are not especially

culture-related. Furthermore, on the CD there are three types of interactive materials. There are vocabulary and grammar exercises for each unit. Additionally, there are two types of games on the CD-ROM.

There are 3 CDs for the TB on each level for the listening tasks of the SB, and the CDs include the texts of the reading tasks in audio formats as well. According to the TB, on pre-intermediate level, there is a *Test-Bank CD-ROM* for each level with various kinds of tests in PDF and Word formats, but further information about this additional material is not available on the official OUP website. It may not be supported anymore by OUP.

Students can reach online extra tasks with automatic feedback on OUP website in the case of the SB. These tasks are available under the option *Learning Resources Bank*. Each level has a separate webpage with the same structure. Furthermore, the audio materials can be downloaded for the WB under Learning Resources Bank on each level. To conclude, there are no supplementary cultural materials on this page. To the WB belongs a special access code for an online exam task on the level of the given course.

Theoretically, students should visit the website *www.oxfordtestofenglish.com* where after registration they can work autonomously, and teachers can follow the results of the students when they are in a common study group created by the teacher, but it can be claimed after detailed research that the publication is not supported anymore on the platform. Furthermore, there were earlier apps for smart devices available on Android and iOS which could have been used for acquiring vocabulary and practice in the case of each unit on four levels for free, but they cannot be accessed. Cultural contents are probably not specifically included in these extra materials.

Moreover, a *DVD-ROM* is available on each level, which contains videoclips fitting to the units of the SB as supplements supporting the use of multimedia resources, which require more than one sense at the same time during perception, thus they can be more motivating for students. There are various contents on the DVD which deal with culture related to the units of the basic course materials labelled with section C in the SB.

The above-mentioned DVD is available for each level separately, but in the case of the second edition of Solutions there is a special publication called *Culture DVD* which, according to the OUP website's description, is designed for use on every level, but is recommended mainly for pre-intermediate and intermediate levels. It is a resource pack which focuses specifically on culture. It is the teacher's decision when the videos should be used because the videos are independent from the units of the courses.

To sum up, it can be said that there is a great amount of digital resources, for the TB, SB and the WB, on each level. Altogether, there are only two additional digital materials which include specifically culture-oriented materials, the DVD-ROM, which is available for each level separately, and the Culture DVD, which is designed for the whole coursebook package. The DVD-ROMs' additional materials are based on the SBs, and match the units. Meanwhile, the Culture DVD is a material for each level, and it is not tightly designed for the units of the SBs.

5.4.2. Analysis of the Culture DVD and the chosen material

The Culture DVD is a special supplement for the coursebook package which is culture-related, thus the resource for the further analysis is chosen from this supplementary collection of materials. One video is going to be observed and analysed with its worksheet after a short introduction to the structure of the Culture DVD.

The Culture DVD was published later than the other materials of the package in 2015. The application of the DVD is simple. A menu appears after starting the programme where the teacher can choose the video which they would like to watch. The subtitles can be turned on and off in the right bottom corner.

The clips are around 4 and 5 minutes long. The worksheets are available separately in PDF files for each video. The videos can be used without their worksheets as well, but the worksheets offer more opportunities for teaching and learning. Each worksheet is 3 pages long. There are 5 tasks on the first page, on the second page the answer key is available and the transcript of the given video can be read on the third page. The worksheets are built on the same structure.

Clip 5, Working in the US: a day in the life is examined with its corresponding worksheet in the study. It can be stated that the video on its own without the worksheet may support the development of the knowledge component of IC because language learners can acquire new information, for example, about the general statistics of employment in the US, and they can get to know the average life of a young, American man in New York. The man's occupation, bike messenger, may be new for them, thus they can broaden their knowledge on this field as well. The teacher may help the development of other components with questions towards the language learners to help them explain their opinions and views after watching the video. The video is a great basis for classroom discussions. The video offers a stable ground for the development of students' IC, but it is important to say that watching the video does not imply the immediate development of the components. Knowledge may be broadened individually through watching the video, but the other components can be developed only by activities which make students think about the issues presented in the video from different aspects and perspectives.

Considering the question of authenticity discussed in Section 4.1., the narration in the video cannot be said authentic because it includes simplified language use which is suitable for learners. The narrator's speaking pace is slower, and the narrator articulates to a great extent. Alex's speech, who is the main character in the clip, can be said authentic because he does not use simplified language. However, the narrator's speaking time is dominating, thus the main part of the material is not authentic, but it is made for learning purposes.

The first page of the worksheet consists of 5 tasks. There are two set of questions in the first task on the worksheet. Their aim is mainly to activate learners' background knowledge on the topic. If the questions are discussed in the group before the video, they can be good for introduction. The first question "Which aspects of a job does the term 'employment conditions' cover?" can develop the knowledge of students in the frame of a group discussion, for example, where the other students or the teacher may share some information during class which are new

for some students. This is the same situation in the second set of questions "In which jobs are the employment conditions generally good? In which are they often poor?" as well, but besides the development of knowledge learner's attitudes may be developed because stereotypes and cultural presuppositions can be questioned during the discussion. It may be possible that some students have false presuppositions in their mind in connection with some jobs and professions but their attitudes can be changed hearing each other's views. These questions may be the most effective in the case of class discussions, pair work or group work because answering these questions individually does not necessarily support the components' development. If the teacher adds here extra questions to compare the Hungarian and American situation or indeed markedly different situations, such as that in Denmark, students' critical cultural awareness and skills of interpreting and relating may be developed. In the case of extra questions, the development of skills of discovery and interaction can be supported if learners are asked, for example, to look for information about these issues on the internet using authentic resources in a digital format. In summary, the questions in task 1 are rather knowledge-based, but with the right guidance of the teacher every component of IC can be developed. Task 2, 3 and 4 do not support the development of the components of IC, thus they are left out from the study in the detailed analysis because they rather support the development of listening skills and vocabulary.

The last task includes 4 sets of questions which are suitable for class discussion, pair work or group work as in the case of the first task. The questions are related to the country of the language learners, but, as seen in Section 2.3. in the study, IC development involves a focus on the language learners' own culture as well [4]. The first bunch of questions, "What is the current rate of unemployment in your country? Do you think that the situation will get better or worse in the future? Why?", are appropriate for developing more than one component of IC. Students can develop their knowledge with the first question, and if the statistics of the homeland are compared with the US data, then skills of interpreting and relating may be developed. In the case of the second and third questions attitudes and critical cultural awareness may be developed because these questions may raise interest, and answering the questions requires some critical analysis of the data and statistics of Hungary. If the proper data are absent, students can look for some information, developing skills of discovery and interaction. The second set of questions, "How much paid holiday do employees usually get in your country? Do you think it fair?", are structured in the same way, with the possibility of developing the same IC components. The third set of questions, "How are urgent letters and packages delivered where you live? Who is this service usually used by?", are rather for the development of knowledge, but if learners cannot answer, they can look for some information again on the internet, and with the use of authentic sources skills of discovery and interaction can be evolved. The fourth set of questions "Do you think that secure jobs are a thing of the past? Why/Why not?", is suitable for the development of students' critical cultural awareness because it makes them think and express their own opinions based on previously acquired data. It can be said that the questions in task 5 may be suitable

together for the development of all components of IC, if the task is introduced and managed well by the teacher.

Examining the worksheet, it can be claimed that the first and the fifth tasks may be suitable for IC development, but it is vital to stress that successful IC development depends on the methods of the teacher, how the activities and questions are applied in class. Skills of discovery and interaction are not involved directly in the tasks and questions, but with the application of technology this component can be trained as well. All 5 components may be developed with the application of the video and the worksheet together, but the teacher's guidance and instructions are necessary for successful IC development. The worksheet on its own focuses mainly on knowledge supplemented with attitudes, skills of interpreting and relating, critical cultural awareness. Skills of discovery and interaction are not explicitly present in the worksheet and the video, but they can be enhanced with some extra activities or questions.

It can be concluded based on the analysis of this one video and the corresponding worksheet from the Culture DVD that IC components are not equally included in the material, but some questions on the worksheet may develop more than one component at the same time, and the video and the worksheet may be suitable for developing students' IC to a great extent. Due to the same structure of the videos and worksheets, it can be presumed that all resources on the Culture DVD are appropriate for IC development. The videos and worksheets of the Culture DVD do not belong tightly to the core materials of the coursebooks, thus they can be used as supplements in the case of any other coursebook packages as well.

6. Findings

The short literature review described substantial information and facts about ICC, technology and ICC development with the application of technology in ELT establishing the basis of the empirical research. The aim of the empirical research was to examine and analyse the chosen coursebook package, Solutions 2nd edition, from three points of view. Firstly, information about supplementary digital materials was collected. The result was that a great amount of supplementary digital materials is available for the coursebook package. Some of them are included to the printed core materials. The coursebook package highly stresses the importance of technology in ELT.

Thereafter, the collected supplementary digital materials were examined in order to find materials which include cultural contents. On the basis of the results, it can be said that the coursebook package has only two resources, the DVD-ROM and the Culture DVD, which are supplementary digital materials with a cultural orientation. Only these two culture-oriented supplementary digital materials are added to the coursebook package, thus it can be stated that culture is not a highlighted component of extra digital resources. As third part of the research, a chosen supplementary digital culture-related material was analysed in order to examine the extent of the material's IC support.

It was a resource which consists of a video and worksheet from the Culture DVD. The video and the worksheet may facilitate IC development remarkably, but the components are not equally present in the video and in the tasks of the worksheet. Mainly knowledge may be developed with the material, but all of the components may be evolved equally if the teacher applies additional questions and tasks. The worksheet can be applied in printed format or it can be edited with proper tools on smart devices, but the worksheet can be digitalized on various platforms.

The cultural content of the DVD-ROM could be examined as well for further research. All contents of the Culture DVD could be analysed in the same way for a further and more detailed research. Furthermore, the third edition of the coursebook package can be analysed from the same aspects as well as an extension of the research.

7. Conclusion

ICC development is one of the main objectives of intercultural teaching which is a relatively new approach in language teaching in contrast with the grammar-translation method, for instance. Due to the intercultural approach in teaching, ELT teachers started to focus on the development of ICC besides the 4 basic skills in English lessons. Furthermore, technology has a determinative role in the progress of learning and teaching. Technology can facilitate successful ICC development to a great extent because technology is present in education and English lessons, thus the opportunities which are given by technology can be used for the improvement of ICC.

It can be concluded that there are supplementary digital materials with a meaningful ratio in the case of this coursebook package, but only few culture-related supplementary digital materials are available. However, the writers and contributors of the coursebook package recognized the importance of ICC development, thus this approach can be found in supplementary materials. Many of the supplementary materials are digital resources, thus the coursebook package supports technology application in language teaching and learning. Clip 5 from the Culture DVD is suitable for the development of IC and its components, but a further and extended study could be made with the analysis of all resources of the DVD in order to get a more precise and general picture about IC development with the DVD.

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DEVELOPING RESILIENCE WITHIN THE ACTIVITIES OF THE PEDAGOGICAL ASSISTANCE SERVICE A MONG PRESCHOOLERS

Abstract: The present study explores the potential of a program to build resilience among preschool children facing multiple risk factors or challenges (at least four concurrent factors). Early childhood is a critical period where developmental risks can significantly negatively impact children. However, research results suggest that pedagogical interventions can be used to mitigate these risks. The program focuses on enhancing children's cognitive abilities, reducing their manifested behavioral problems, and fostering their resilience as perceived by parents and educators. Children participate in regular sessions throughout the academic year. Their progress in the aforementioned areas is measured through pre- and post-intervention assessments, including cognitive tests, behavioral screenings, and resilience scales. Considering the program's results, positive outcomes are evident. A small but statistically significant improvement in cognitive abilities was observable. The risk of developing learning difficulties decreased among the participants. Behavioral problems became less frequent and severe. Finally, parents and educators indicated a significant increase in the perceived resilience of the participating children. Despite a small sample size and potential for external influences, the program demonstrated positive effects across all measured domains. It utilizes a multifaceted approach, exceeding the scope of conventional educational services. Based on the preliminary findings, the program is a promising tool for addressing the risk factors among preschoolers and promoting their school readiness.

Keywords: resilience, developmental risk, educational services, school readiness

1. Introduction

This study and its findings represent a significant step forward in implementing an action research program. Previous research successfully demonstrated the effectiveness of diagnostic and developmental-therapeutic work in pedagogical services during the kindergarten-to-school transition period [1], [2]. However, this action research program aims to go beyond the assumption that the developmental activities of the pedagogical assistance service, which utilize the accumulated and interrelated measurement data, are sufficient to develop resilience in preschool-aged children. Developing and evaluating a specific, holistic program that expands the range of service provision focused on the cognitive abilities of children has become increasingly relevant and necessary.

1.1. Purpose of the Resilience Development Program

The primary goal of the resilience development program is to determine whether it is possible to design a series of pedagogical-psychological interventions that can effectively foster resilience in children at risk and consequently mitigate the effects of these risks.

1.2. Research Objectives

The main objectives of the research were to:
1. Identify children in the available sample who, despite facing moderate or prominent levels of risk in their lives, do not exhibit adverse outcomes, develop appropriately, integrate effectively, and perform adequately in the kindergarten and later elementary school environment.
2. Examine the presence of resilient functioning, defined as successfully coping with the effects of risks and successfully adapting to an environment that offers positive development opportunities.

1.3. Research Hypotheses

The hypotheses of the research were as follows:
1. Participation in the program contributes to the development of cognitive abilities based on the measurement of intelligence and the results of the MSSST screening test.
2. Based on the results of the Conners Child Behavior Questionnaire, participation in the program contributes to reducing behavioral problems.
3. The perceived level of resilience of children, as assessed by educators and parents, improves because of the program, based on the results of resilience scales.

2. Review of the Literature

2.1. Understanding Resilience

Defining resilience has become increasingly challenging as scientific knowledge of the phenomenon expands and interpretive frameworks broaden. There is a growing consensus that the dichotomous view of resilience, which suggests that an individual either possesses this mode of functioning or does not, needs to be updated. It is being replaced by a continuum-based approach that can also make sense of resilience manifested to varying degrees in different areas of life. Observable resilient functioning in one area does not automatically imply that the individual will also be characterized by this in other life areas or developmental tasks [3].

2.1.1. Resilience as a Complex Phenomenon

Masten and Powell's [4] classic interpretation suggests that two fundamental conditions are necessary for judging resilience: exposure to significant risk in the current life situation or the past and adequate coping despite the risk. Optimistically,

Masten [5] views resilience as "everyday magic", suggesting that resilience should be considered not an exceptional but a much more general and accessible phenomenon and possibility for many individuals. Michael Rutter [6], [7] disagrees, arguing that resilience is more exceptional than general. Veronese and Castiglioni [8] also express their reservations about interpreting resilience as an everyday phenomenon. If we look at it this way, it becomes difficult to distinguish between resilient and normal, healthy functioning. However, it is essential to separate the two, as normal functioning does not involve the same degree of exposure to risk as resilient functioning.

2.1.2. Resilience as a Trait, Process, or Outcome

Researchers have yet to determine whether to interpret resilience as a trait, a process, or an outcome [9]. Garmezy [10] defines *resilience* as a personal capacity, while Rutter [11] defines it from the perspective of positive outcomes. Wolin and Wolin [12] interpret resilience as seven distinct traits that collectively describe a personality type. Of the seven different resilience types, the first is insight, which refers to the ability to ask difficult questions, the second is independence (persons can be themselves), followed by the role of relationships (attachment to significant people), initiative (taking control), creativity (using imagination), then humor (finding the funny side of certain situations), and finally ethics (the ability to do the right thing).

2.1.3. Resilience as a Capacity and Competence

There is a growing emphasis on an approach to understanding resilience that focuses on capacities and competencies rather than deficits. This paradigm is also more fortunate because it views resilience development as a realistic possibility [3]. Numerous other authors, such as Sikorska [13], highlight the possibility of developing resilience, emphasizing that it should not be seen as an innate trait or property but rather as a functioning that can be supported with appropriate tools and interventions. For children, the most influential developmental opportunity in terms of resilience is surrounded by a stable, secure, and loving environment that helps the natural defense systems functions. These can contribute to the healthy development of the nervous system and the proper improvement of the cognitive, emotional, and physical areas [3]. Sikorska [13] considers completed development tasks vital for laying the foundations for resilient functioning, as they provide a basis for successfully facing further challenges. Completing development tasks can equip children with the competencies and skills necessary for further normal development.

2.2. Promoting Resilience in Children

Achieving resilient functioning or developing existing resilience in children can be an essential pedagogical goal. Several researchers agree on this. For example, Sikorska [13] highlights the impact of the early years of life. This assumption also suggests that resilience is not an innate ability or gift but can be developed individually. As mentioned earlier, completed developmental tasks provide a

reasonable basis for the individual to cope successfully with new tasks and challenges. Seiler [14] agrees that resilience and skill development also help children cope with the difficulties that arise in everyday life. Alvord and colleagues [15] believe that resilience can be learned, which does not mean the affected child will not experience difficulties or problems.

2.2.1. Characteristics of Resilient Children

Specific characteristics of educational institutions can facilitate resilient functioning or help children cope with difficulties in children raised or educated there. Fallon [16] suggests that such characteristics include strong leadership, high expectations for learners, appropriate development of basic skills, orderliness of the learning environment, and continuous and thorough evaluation of learners.

Researchers have identified several key characteristics that are commonly associated with resilient children. While these traits may vary slightly across different perspectives, they encompass a range of positive attributes that enable children to cope with challenges and adversity effectively. Here are some of the most prominent characteristics of resilient children:

- **Challenge-Competent Approach:** Resilient children view challenges and obstacles as opportunities for growth and learning rather than insurmountable hurdles. They are more likely to approach difficult situations with determination and a belief in their ability to overcome them.
- **Optimism and Positive Outlook:** Resilient children maintain a positive outlook despite adversity. They have a powerful sense of hope and believe things will eventually improve. This positive attitude helps them to persevere and maintain motivation in the face of setbacks.
- **Strong Self-Regulation and Emotional Control:** Resilient children can effectively manage their emotions and regulate their behavior, even in stressful or emotionally charged situations. They can delay gratification, tolerate frustration, and maintain composure under pressure.
- **Problem-Solving Skills and Resourcefulness:** Resilient children demonstrate strong problem-solving skills and can create creative solutions to challenges. They are resourceful in utilizing available resources and seeking support when needed.
- **Social Competence and Supportive Relationships:** Resilient children typically have strong social skills and develop positive relationships with peers, family members, and mentors. These supportive connections give them a sense of belonging, encouragement, and guidance.
- **Adaptability and Flexibility:** Resilient children can adapt to changing circumstances and adjust their expectations and behaviors. They are flexible in their thinking and approach to problem-solving, allowing them to navigate challenges effectively.
- **Sense of Purpose and Meaning:** Resilient children often have a keen sense of purpose and meaning in life. They clearly understand their values and goals, which provides them with direction and motivation in the face of adversity.

- ·**Empathy and Compassion:** Resilient children are often empathetic and compassionate towards others. They can understand and share the feelings of others, which fosters positive relationships and contributes to their overall well-being.

It is important to note that these characteristics are not mutually exclusive and may manifest differently in each child. Resilience development is a complex process influenced by a combination of factors, including individual traits, family dynamics, and environmental influences [5], [16], [17], [18], [19], [20], [21], [22].

2.2.2. Resilience and Mental Health

While resilience is associated with positive mental health outcomes, it is essential to recognize that it does not guarantee immunity to mental health challenges. Resilient individuals may still experience stress, anxiety, or even depression at times. However, their resilience enables them to cope with these challenges more effectively and bounce back from setbacks more quickly. Resilient individuals may have a higher stress tolerance and can better regulate their emotions. They may also have more robust coping mechanisms and social support networks that help them navigate difficult periods. While resilience does not eliminate the possibility of mental health challenges, it can be a valuable protective factor that promotes overall well-being and enhances an individual's ability to cope with adversity [4], [15], [17], [23], [24].

2.3. Goals and Rationale for the Resilience Development Program

The development and implementation of this program were deemed necessary due to the stark evidence from recent years highlighting the risks associated with exposure to adversity. When the program's concept was initially conceived, the COVID-19 pandemic and the outbreak of war in a neighboring country were unforeseen. However, as a practicing psychologist, my experiences led me to anticipate the challenges faced by children and families residing in the area, the high number of concurrent risk factors, and the difficulties in coping with these challenges.

Supporting this assumption are relevant research findings, such as those by Southwick et al. [3], which indicate a tendency to live our lives with the expectation that everything will be fine, a message we often convey to our children. However, this is only sometimes the case, and the experiences of recent years have also shown that it is not exclusively groups traditionally considered more exposed to risk factors that can find themselves in demanding situations. Instead, anyone can be affected. Accordingly, preparing for the high probability of challenges is crucial, thereby supporting more successful coping [3]. Fay et al. [25] emphasize the role of institutionalized education in developing and maintaining resilience, to which numerous other factors contribute beyond educational and teaching practices, such as childcare and cooperation between institutions and families. In many cases, institutionalized education plays a primary role in children's development, even though the home environment also has a significant contribution. Institutionalized

educational settings also function as communal spaces that enable children to form and maintain relationships with peers and other significant individuals.

The program's primary objectives align with the findings of relevant research. Placing the program within the framework of institutionalized education is crucial, given the close collaboration between the pedagogical assistance service and the kindergarten. This ensures that children can access the intervention in a safe, familiar, and accustomed environment. Southwick et al. [3] emphasize that interventions at a certain level have a ripple effect across other levels, suggesting that we can rightfully expect positive outcomes achieved in the kindergarten context to be transferable to both the home environment and later to school.

The program's key objectives include:
- Identifying risk factors that pedagogical assistance service professionals can most effectively address through their diagnostic and developmental-therapeutic activities.
- Determining the most valuable resources and most effectively operable protective factors that can be:
  a. Delivered and ensured for children who contact us through pedagogical assistance services.
  b. Effectively reduce or modify the impact of risk factors or adversities in children's lives.
  c. Enable those affected to perform more effectively within the framework of educational institutions, experience fewer integration or behavioral difficulties, be more effective both individually and in their social relationships, and cope more successfully with risk factors.

3. Methodology

The study employs a primarily quantitative methodology, incorporating qualitative and quantitative data collection approaches. The qualitative aspect stems from the inherent nature of resilience research and its use as an interpretive framework. Utilizing multiple data collection methods allows for a more accurate and reliable understanding of the phenomenon under investigation [26]. The study sample comprises children from the kindergartens of Szemere and Encs.

3.1. Data Collection Procedures

The study utilizes a range of data collection procedures to assess pre-intervention and post-intervention indicators, including various cognitive abilities, social status, the presence or absence of diagnoses indicating various problems (e. g., special educational needs, integration, learning, behavioral difficulties, psychiatric diagnoses, etc.), assessment of the number and nature of risk factors faced by the child, the quality of integration into institutionalized education, and the presence or absence of behavioral problems experienced by the institution and parents.

Exposure to a higher degree of risk and the cumulative impact of multiple risk factors were crucial criteria for inclusion in the program. The number of risk factors

was set at four, aligning with the index described by Jenkins and Keating [27], which suggests that four concurrent risk factors increase the likelihood of adverse outcomes by 50%. The risk factors include poverty; minority status; low cognitive abilities; integration difficulties; behavioral problems; problems related to the COVID-19 situation (e. g., death in the family, illness, job loss, adverse changes in the family atmosphere, etc.); congenital or disease-related conditions or disorders; negative self-image, low self-esteem; presence of a diagnosed problem or disorder; divorce, parental absence, adoption, or upbringing by foster parents; large family size, multiple competitive siblings (age difference less than two years); young parental age, parental inexperience; abuse or neglect; as well as antisocial, criminal, or other developmentally risky parental behaviors or attitudes [4], [19], [27], [28], [29], [30], [31], [32], [33], [34].

Based on these factors, kindergarten teachers were requested to assess potentially eligible children for the program. Additionally, other relevant input measures were employed. All children participated in the MSSST screening test at the beginning of the school year, which screens children at risk of learning disabilities or difficulties in motor skills, visuomotor perception, and language skills. At the Encs Pedagogical Assistance Service, all children who have turned five participate in this screening test at the beginning of each school year as part of the educational service. Based on the results of the MSSST screening, colleagues working in educational counseling select the participants for the developmental sessions. The selected children also underwent intelligence tests using the Raven nonverbal test or the Budapest Binet test [35]. It is important to note that intellectual abilities were not a selection criterion, as even a child with higher intellectual abilities may have risk factors, behavioral problems, or integration problems that hinder optimal development. The assessment of intellectual abilities at the input stage was particularly relevant as the program's declared goals include the development of cognitive abilities, and the most obvious indicator of this is the assessment of intellectual abilities. The Conners Child Behavior Checklist, completed by parents and teachers, was also considered during the selection process. This tool is suitable for mapping a wide range of behavioral problems in preschool children, allowing for the detection of oppositional behavior or signs suggestive of hyperactivity. Finally, the parents and kindergarten teachers of the participating children completed a scale assessing the current level of the children's resilient functioning.

3.2. Study Sample

The study involves children from the Encsi Csoda-Vár Kindergarten and the Szemerei Mesekastély Kindergarten and Kitchen. Thirty-four children were selected from the two institutions: eleven from the Encs kindergarten and twenty-three from the Szemere kindergarten. All these children are in their last year of kindergarten, which means they will reach compulsory school age during the program implementation. The sample includes fifteen girls and nineteen boys. The average age of the participants at the start of the program was 5.78 years. The youngest participant was 5.2 years old, while the oldest child was 7.1 years old at the beginning of the program implementation.

4. Research Findings

4.1. Hypothesis 1: Improvement in Cognitive Abilities

The research's first hypothesis posited that the participating children's cognitive ability measures would show an improvement due to their involvement in the program. To assess this, I examined various indicators, including the intelligence scores obtained during the initial and post-intervention measurements and the level of risk of learning difficulties indicated by the MSSST screening tests. It is important to note that the score values of the children were not fully available for the MSSST screening, so I could only consider the risk, mild risk, or no risk of learning disabilities based on the input and control measurements. The first and second figures present the results that were obtained.
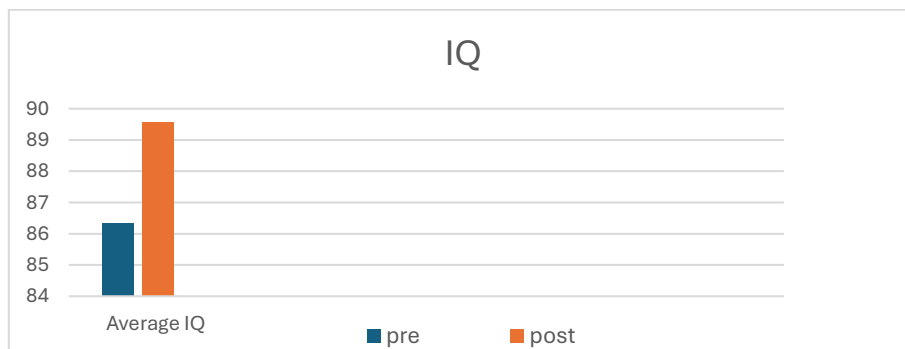

Figure 1. Intelligence scores obtained during pre- and post-intervention assessments: for both the input and control measurements, either the Budapest Binet or the Raven non-verbal test (child version) was employed to assess: s the intelligence of the participating children.

The measurement of children's intelligence indicated a notable improvement. The paired t-test results showed that the initial intelligence score was significantly lower than the value obtained during the control test (t = –5.618, df = 33, p < 0.0001). While the numerical difference may not seem particularly substantial (86.32 versus 89.56), the statistically significant solid difference suggests that the children's performance improved during the period between the input and control measurements.

A comparison of the recommendations based on the MSSST screening results reveals a significant reduction in the level of risk for learning disabilities (2.35 versus 1.88). It is important to note that the MSSST screening results were evaluated based on the children's current ages. The result is statistically significant (t = 4.871, df = 33, p < 0.0001). The MSSST screening recommendations indicate a notable decrease in the risk of learning disabilities among the participating children. This improvement aligns with the findings from the intelligence assessment, suggesting an overall enhancement of cognitive abilities. The statistically significant results provide compelling evidence in support of the first hypothesis.
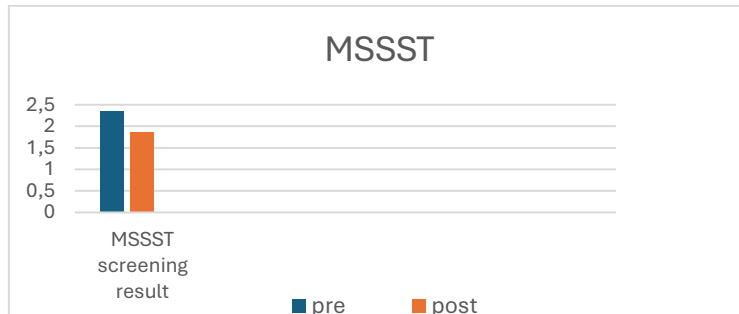
Figure 2. *MSSST screening recommendations based on initial and control assessments: The MSSST screening test categorizes the risk of learning disabilities into three levels: absence of risk (coded as 1), mild risk (coded as 2), risk (coded as 3)*

4.2. Hypothesis 2: Reduction in Behavioral Problems

The study's second hypothesis posited that the children's behavioral problems would diminish due to their participation in the program sessions. The Conners Child Behavior Checklist was administered to assess this, with both parent and teacher versions available for analysis. The results of the Conners questionnaires are presented in *Figures 3* and *4*. In addition to overall scores, the results for each subscale, including oppositional behavior, cognitive abilities, hyperactivity, and ADHD, were also examined.
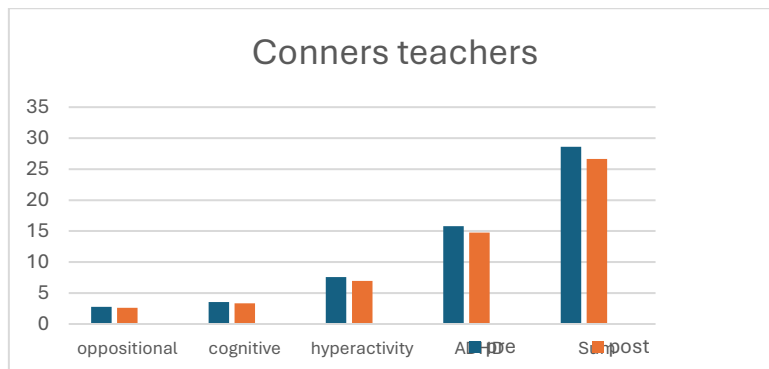

Figure 3. *Conners Child Behavior Checklist results based on pre- and post-intervention assessments (teacher ratings): The diagram presents the results of the Conners Child Behavior Questionnaire for both the input and control measurements, as rated by teachers. It includes the scores for each subscale (oppositional, cognitive, hyperactivity, ADHD) and the overall composite score.*

The Conners Child Behavior Questionnaire was used to measure changes in behavioral problems among the participating children. The results suggest a significant reduction in various aspects of behavioral problems, including oppositional behavior, hyperactivity, and ADHD. These findings provide further support for the effectiveness of the resilience development program.

The study findings support both the first and the second hypotheses, indicating that the resilience development program positively impacted the participating children's cognitive abilities and behavioral patterns. These improvements suggest that the program may enhance at-risk children's overall well-being and development.

Based on the overall composite score of the Conners Teacher Questionnaire (28.62 versus 26.65 points), there was a significant decrease in the number of behavioral problems according to the teachers' ratings (t = 1.044, df = 33, p < 0.0001). While there was no significant difference in the oppositional subtest results, the other subscales showed significant changes. The cognitive subscale (3.53 versus 3.32 points, t = 2.508, df = 33, p = 0.017), hyperactivity subscale (7.56 versus 6.97 points, t = 3.583, df = 33, p < 0.001), and ADHD subscale (15.79 versus 14.76 points, t = 3.93, df = 33, p < 0.0001) all showed significant differences between the input and control measurements. All significant differences indicate lower scores in the control measurement, suggesting a downward trend in behavioral problems. The results of the Conners questionnaires filled out by parents also exhibit similar trends to the teacher version. According to the data provided by parents, there was a significant decrease in the overall composite score between the input and control measurements (29.26 versus 26.88 points, t = 6.893, df = 33, p < 0.0001). All subscales showed significant reductions in the scores given by parents. The oppositional (4.12 versus 3.76 points, t = 2.425, df = 33, p = 0.021), cognitive (6.71 versus 6.41 points, t = 2.052, df = 33, p = 0.048), hyperactivity (6.85 versus 6.35 points, t = 3.137, df = 33, p = 0.004), and ADHD (15.26 versus 14 points, t = 6.489, df = 33, p < 0.0001) subscales all had scores in the second measurement that were statistically significantly lower than those obtained in the input measurement. The findings from the Conners Child Behavior Questionnaire, both teacher and parent versions, provide robust evidence that the resilience development program positively reduced behavioral problems among the participating children. This improvement aligns with the study's overall findings, suggesting a beneficial effect of the program on cognitive abilities and behavioral patterns.
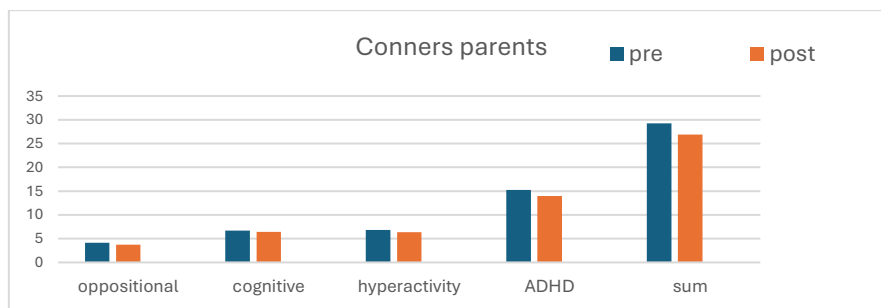

Figure 4. *Conners Child Behavior Questionnaire Results Based on Input and Control Measurements (Parent Ratings): The diagram presents the results of the Conners Child Behavior Questionnaire for both the input and control measurements, as rated by parents. It includes the scores for each subscale (oppositional, cognitive, hyperactivity, ADHD) and the overall composite score.*

Based on the overall composite score of the Conners Parent Questionnaire (29.26 versus 26.88 points), there was a significant decrease in the number of behavioral problems according to the parents' ratings (t = 6.893, df = 33, p < 0.0001). All subscales showed significant reductions in the scores given by parents. The oppositional (4.12 versus 3.76 points, t = 2.425, df = 33, p = 0.021), cognitive (6.71 versus 6.41 points, t = 2.052, df = 33, p = 0.048), hyperactivity (6.85 versus 6.35 points, t = 3.137, df = 33, p = 0.004), and ADHD (15.26 versus 14 points, t = 6.489, df = 33, p < 0.0001) subscales all had scores in the second measurement that were statistically significantly lower than those obtained in the input measurement.

The second hypothesis can be accepted based on the obtained results. Both teachers and parents reported a decrease in behavioral problems compared to the input data. The findings from the Conners Child Behavior Questionnaire, both teacher and parent versions, provide convincing evidence that the resilience development program positively reduced behavioral problems and enhanced resilience among the participating children. This improvement aligns with the study's overall findings, suggesting a beneficial effect of the program on cognitive abilities, behavioral patterns, and psychological well-being.

4.3. Hypothesis 3: Assessment of Resilience

To investigate the third hypothesis, the perceived level of resilience based on data provided by teachers and parents was compared. Resilience is less directly measurable than intelligence or other abilities; therefore, in this case, I relied on the judgment of significant adults in the lives of participating children, similarly to the Conners questionnaires. The results indicate an upward trend in the children's observed resilience level. The scores given by teachers (39.09 versus 41.79) and parents (46.24 versus 48.59) are higher in the second measurement. The results are statistically significant in both cases (t = –15.308, df = 33, p < 0.0001 for teacher ratings, t = 5.111, df = 33, p < 0.0001 for parent ratings). The results are also presented in *Figure 5*.
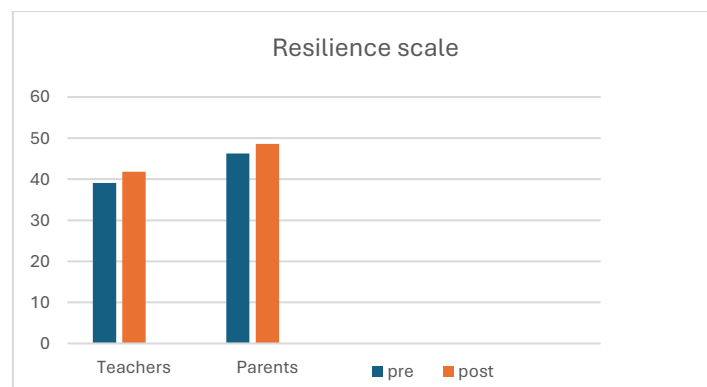

Figure 5. *The results of the resilience scale based on the judgement of parents and teachers pre-and post-intervention.*

The findings presented in *Figure 5* further support the third hypothesis, which posited an increase in perceived resilience among the participating children. Both teachers and parents reported a significant improvement in assessing the children's resilience between the input and control measurements. This suggests that the resilience development program positively impacted the development of resilience in children.

Additional Observations: While not related to the hypotheses, the study also revealed some interesting patterns in the data collected from teachers and parents.

Initial Ratings: At the beginning of the study, there were no significant differences between teacher and parent ratings regarding overall Conners questionnaire scores, hyperactivity, and ADHD. However, parents rated the children as having more significant cognitive and oppositional difficulties than teachers.

Persistent Differences: These differences in ratings persisted even after the program, with parents consistently reporting more concerns about cognitive and oppositional issues than teachers.

Higher Resilience Perception by Parents: Interestingly, parents consistently rated the children's resilience higher than teachers, both at the beginning and end of the study. This suggests that parents may have a more optimistic view of the children's ability to cope with challenges.

Further Assessment Recommendations: Seven of the thirty-four participants' teachers identified them as requiring further comprehensive evaluation, primarily based on the MSSST screening test results.

The study findings provide compelling evidence that the resilience development program effectively enhanced resilience and reduced behavioral problems among the participating children. The consistent observations from both teachers and parents further support the program's positive impact. While some initial differences in their ratings were noted, these differences did not diminish the overall positive outcomes observed. The study also highlights the importance of considering teacher and parent perspectives when assessing child development and well-being.

5. Conclusions

The program's outcomes provide promising evidence for the effectiveness of resilience development interventions. Positive changes were observed in cognitive abilities, behavioral issues, and resilience levels among the participating children. However, it is crucial to acknowledge the study's limitations, including a small sample size and the ongoing nature of the program. Despite the positive program outcomes, it is essential to note that the underlying risk factors in the participants' lives remained unchanged. These risk factors, such as poverty, minority status,

removal from the biological family, and parental unemployment, are often beyond the scope of direct pedagogical-psychological interventions. The study population exhibited a wide range of abilities and behavioral challenges, with some children exhibiting severe difficulties and others demonstrating average or above-average abilities. This heterogeneity highlights the need for individualized and differentiated approaches within the program.

The program's development and implementation faced various methodological challenges, including finding the optimal balance between the children's developmental levels, the level of challenge in the activities, and alignment with the program's goals. Additionally, some activities proved to be too difficult and had to be discarded despite their initial promise. Certain aspects of the program, such as the "entrance code" activity, were consistently repeated across groups and sessions. This repetition aimed to capitalize on the children's familiarity and enjoyment of specific activities. The contributions of preschool teachers to children's daily lives should be noted. Their involvement in the program can provide a valuable perspective and reinforce the importance of addressing risk factors.

The program's findings suggest that resilience development is a viable and relevant pedagogical goal, opening opportunities for collaboration among various stakeholders. This collaboration includes direct interactions between program facilitators and participants and broader partnerships between preschool teachers, program facilitators, and school administrators. Disseminating the program's knowledge and approaches to a broader audience of educators can positively impact their work, especially if they gain a deeper understanding of the theoretical and research underpinnings of resilience.

Expanding the program's age range, both younger and older, could be considered. Early intervention might significantly impact mitigating risk factors while providing support during the transition to school, which could be beneficial for children facing challenges in that context. Involving children from a broader range of institutions and backgrounds could further enrich the program's knowledge base and provide insights into diverse experiences.

Overall, the program's encouraging outcomes and the identified areas for improvement highlight the potential of resilience development interventions to support vulnerable children and promote their well-being.

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THE CHARACTERISTICS OF CLASS DISCOURSE BASED ON THE OPINION OF TEACHER TRAINEE CORRESPONDENT STUDENTS

Introduction: Unfolding the special features of discourse in lessons is an interdisciplinary field, which can be examined from aspects of pedagogy, social psychology, methodology, sociology, linguistics, communication theory, sociolinguistics, or information theory as well. Based on relevant research, first of all, we talk of the continuance of communication techniques applied on an instinct level, which can mostly be viewed at from the aspect of the superordinate, coordinating role of teachers. At the same time, nowadays, students belonging to generation Z and Alpha require more diverse learning situations and more interactive class communication. From this comes the well-founded question: How can future teachers meet these expectations?

Methods: In this study, based on the experiences and reflections of correspondent teacher trainees in the consultation seminary, the issue of this research is looked at from the perspective of teacher explanations, question techniques, and the involvement of learners into the classroom discourse. As a revealing method, an individual written survey was carried out, while as an evaluating method, a structural content analysis was taken. Results: In this presentation, based on the experiences and reflections of correspondent teacher trainee university students, the issue mentioned above is viewed at from the perspective of teacher explanation, question techniques, and the involvement of students into class discourse. The people participating in the research have found one of the biggest challenges in choosing the style of speech matching previous knowledge of learners and their abilities, specifying the complexity of explanations and instructions, and forming questions matching the right level and the competences of learners. In several regards, the informants followed the same practice: They strived for an explanation which makes various learning modalities possible and is paired with illustration and a realization of a style which is in accordance with the requirements of the given subject and which is at the same time close to learners; all this could mostly be reached through the illustration of abstract materials by means of lifelike examples, through often giving questions regarding the understandability of the material, that is to say, through prioritizing the triadic dialogue between teacher and student. On the other hand, it turned out from the reflections of university students that teacher statements based on knowledge stood in the focus, furthermore, making learners active was in several cases a challenge. Since the answers of students have often been short, they haven't given a nuanced picture about the complex phenomenon of class discourse. Conclusions: The results point out first of all the fact that during education, it is – in connection with the constructivist paradigm – a significant task (even more than before) to prepare university students for new communication situations fitting the characteristics of leaners of generation Z and Alpha, to make them familiar with patterns connecting roles of observation and knowledge organization, and with question techniques developing thinking, resp. to further develop their self-reflexive competence. In this way, students can receive support for making classroom discourse more effective.

1. Introduction

Revealing the characteristics of classroom discourse is an interdisciplinary field, which can be examined from the aspect of pedagogy, communication theory, linguistics, sociolinguistics, information theory, or even social psychology, methodology, and sociology. The results of researches connected to this topic support the superordinate, coordinating role of teachers regarding the amount and methods of utterances. At the same time, nowadays, students belonging to generation Z and Alpha require more diverse learning situations and more interactive class communication, moreover, they expect the adaptation of the pedagogy of experience. From this comes the well-founded question: How can correspondent teacher trainees meet these more and more complex expectations? Based on the problems mentioned, in this study, I focused on revealing the experiences demonstrated by teacher trainees and the reflections connecting to these, especially with regards to teacher explanations, question techniques, and the involvement of learners into classroom discourse.

2. Theoretical basics: The quantitative and qualitative characteristics of classroom discourse

With connection to the discourse taking place in lessons, the analysis representing approaches of different kind can provide several conclusions, regarding both the examination of classroom interaction resp. the elements of discourse between teachers and learners and the characteristics of their language use resp. the amount of their utterances in the lesson [1]. Based on the studies focusing on the topics mentioned before, similar conclusions can be drawn in several respects. One of the characteristics of lessons is the remanence of some traditional patterns and the communication techniques intuitively applied within classroom interactions in the lessons [2], which can mostly be embraced in the superordinate, coordinating role of the teacher resp. in the asymmetric relation [3].

The amount of speech of teachers and learners is a characteristic indicator of classroom interactivity. The fact that the teacher speech significantly exceeds the utterances of learners has been supported by several empirical researches. For example, while working in a frontal way, this relation can reach 70-30% as well, and almost 40% of teacher utterances are made up of instructions [4]. Beside the factors mentioned, the explanations resp. the discourse organizations of question–answer, and the ones explaining by giving questions and building on statements or following a descriptive structure can be viewed as central elements of classroom discourse. These tendencies can of course be changed depending on the methodologies applied – as this is demonstrated by the cooperative methods preferring communication between learners [5]. From the perspective of teachers, a strategy based on cooperation resp. adjusting to the different levels of learners' knowledge can prove as beneficial. From this point of view, "the presence of the maxims of communication described by

Maxim is determining too. According to these, a teacher says as much from the topic which he/she considers necessary based on the knowledge level of learners (maxim of quantity); he/she says things of which truth he/she is convinced (maxim of quality); he/she aims to provide information in a straightforward way resp. to provide information strongly connecting to the topic (maxim of relevance); he/she aims to transfer his/her knowledge in a way that learners can understand it (maxim of manner)" [6]. Another characteristic indicator of the "effectiveness" of teacher communication is how much the teacher is able to involve more and more learners into the classroom work and to activate silent, withdrawn learners resp. to train the ones with an excessive "stage fever" to be patient [7].

The teacher questions are also significant components of teacher–learner interactions, which solely connect to the elements of speech acts following them and make triadic dialogues with them. It's not surprising that these latter ones stand with the repetition of sequences of initiation – answer – feedback in the center of analyses, for the evaluating reactions of teachers given to the answers of learners (e. g. acceptance, correction, critique) can also become source of several conflicts, especially if the orally describing evaluation is paired with a grade [8]. Among others, reporting on knowledge is a significant form of the manifestation of teacher dominance, which nowadays has lost from its significance but still represents the characteristics of social interactions (realization of roles, content of utterances, pattern of verbal and non-verbal utterances, characteristics of cooperation, communication strategies) [9]. Among the rituals of classroom communication, the conventions connecting to the start and ending of the lesson resp. speech acts connecting to the report on knowledge can contribute (beside the speech attitude in classroom manifesting during the lesson) to the analysis of the characteristics of the speech attitude of teachers resp. of the teacher–learner relation [10].

3. Characteristics of the survey

3.1. The aim, methods, and patterns of the research

Covering the whole system of activities in the work of teaching and educating, the fact that all the 9 fields of competence enlisted in the evaluating system [11] include (in a direct or indirect way) the existence of abilities of this kind marks the need for developing the communicative competences of teachers. The 8. competence (Communication and professional cooperation, problem solving) highlights the importance of this on its own too. Among the requirements of teacher training, beside the personality development of learners and maintaining individual treatment, the KKK emphasizes the support of learner groups and communities as well. The system of criteria in the document mentioned contains the fact that the teacher should express himself/herself both in writing and in speaking in a nuanced way, moreover, he/she should be capable of "creating and conveying the connections between terms, theories and facts on the fields fitting his/her subject", of adjusting the structure and of conveying the material to the learner group, of taking care of his/her learners' understanding difficulties, resp. developing their thinking, continually upholding their

attention and interest, and creating an ideal atmosphere. By taking the age, individual and group characteristics into account, the teacher should strive for the cooperation with learners, for the "adaptation of learner strategies supporting activity, interactivity and differentiation", and for the correct evaluation. Overall, in teaching situations, the becoming teacher should be able to show "consideration, cooperation, mutuality, assertivity, a helping, emotional, compassionate, professional, articulate, open and credible communication" [12]. All this can be expressed (in a synthetized form) in a way that a teacher should always strive for a scientific and educational renewal and, beside this, for the continuous development of his/her communication skills.

The list above illustrates the complex system of criteria, the fulfilling of which is not an easy task for correspondent teacher trainees, in a good way, especially if we consider the fact that in the teaching of professional subjects, special communication situations not really typical for teaching general knowledge can also occur, for example the four-step simulation method in the education of health studies [13]. Since it is a significant question during the education, to what extent future teachers are capable of acquiring and carrying out professional and adequate classroom communication, it is definitely worth unfolding this field, for the results can provide important information for the preparation later on at the university resp. for the renewal of its content and methodology and for student's competence in self-reflection.

It follows from all this that the primary goal of this survey adapting an inductive, descriptive strategy was to unfold the own experiences of correspondent teacher trainees regarding classroom discourse and the reflections connecting to these.

The recalling of personal experiences is first of all significant because the articulation and analysis of these can contribute to a more well-founded construction of lessons and – among others – to the development of teacher communication as well.

In this research, as a finding method, I carried out an individual written survey, while as an analyzing method, I carried out a structural content analysis. While using the adapted version of the list of questions entitled "Reflecting on the lesson" resp. covering 14 topics [14], the examinations of planning and organizing the lesson and describing the experiences covering the whole circle of classroom activities were equally crucial. Therefore, it touched upon the aims, upon choosing and organizing the material, the methods applied, activities and word forms, judging own adaptability, resp. difficulties of involving students, and possible forms of teacher-learner communication. All the 64 questions of the questionnaire focused directly on the problem area and was bound to the performance of students' optionally chosen lesson given in their subject. In this study, I present a situation revealed on the basis of statements connecting to teacher communication and the speech attitude of learners. The 5 thematic units include the following ones: personality and style, speech, instructions and explanations, question techniques, and the topics marked with the title involving learners. (Appendix nr. 1.)

The sample ondent students in the consultation seminary. Dividing it into subjects, teacher trainees of the following subjects participated in the survey: 31 students in health studies, 2 engineering students, 1 student in economics, 1 in geography student and 1 in English studies.

3.2. Background factors relating to lessons

While analyzing the lessons, the effort of teacher trainees was obviously proven true, that is to say, they were striving after performing a lesson which they find on the whole successful and effective in terms of problem solving.

In terms of institution types, we can talk about a predomination of secondary schools, as nearly two-thirds of the analyses were related to lessons held in technical schools, however, there has been a wide range of school types from elementary schools to university seminaries. In 23 cases, reflections were related to lessons held for learners in classes 9–12, mostly (in 29 cases), the teaching took place with the participation of the whole class, there were only 4 lessons with split groups. Both the subjects and topics were moving on a wide scale, depending on the subject of teacher trainees.

According to didactic tasks, a predominance of mixed type lessons could be observed, in which traditionally important tasks have come to the front, like expansion of knowledge, introduction, and revision. *(Table 1)* At the same time, it is worth mentioning the fact that students named much less types than what they mentioned in the analyses. This statement is true mostly for checking and evaluation. This can presumably be led back to the fact that respondents focused on the didactic tasks most significant for them and didn't find evaluations covering just few acts, or they didn't even remember them. *(Table 1)*

Table 1
Number of didactic tasks marked by students (own editing)

Didactic tasks	Chooses (N)
Expansion of knowledge	33
Introduction	21
Revision	20
Practice	17
Summary	10
Checking	10
Evaluation	7

4. The role of teachers as informant and communication partner

4.1. Characteristics of teacher personality and style

The factors preferred by students and the experiences described by them are outlined based on the thematic units involved. (The ordinal numbers given in brackets mark the position of thematic units within the list of questions.)

As for the topic of personality and style (6.), the teacher trainees had almost in the same number (18–17 persons) the opinion that their learners followed the explanations either totally or just partly. In making this conclusion, they relied mostly on their own experiences, mainly on learners' answers in the lesson. They traced back the successes experienced in this way on one hand to the practical

exercises and examples fitting the interest of the taught target group (generation Z and Alpha), on the other hand, they connected their success to presentations combined with personal experiences and held in a more free and humorous style resp. their illustration with PPTs and videos and the use of digital board. This last method also justifies the findings of [15] regarding the benefits of ICT-supported teaching. Based on the factors mentioned, they highlighted the course of planning the lesson resp. the role of methods and tools applied: "changing between the methods applied has supported a renewed focus of attention, the examples taken from real life – when they felt this could happen to them as well – have always made learners more active" (questionnaire nr. 34). At the same time, they touched upon the fact that keeping learner's attention was at the explanation of more difficult theoretical materials the most challenging, and the reasons for these were – in their opinion resp. in accordance with the conclusions of [16] – the narrow extent of learners' attention, the lack of its durability and the deficit of the reception of information. Consequently, they could make learners acquire the material only in a slower pace. The informants separated – based on learners' reactions – two groups representing different attitudes: the group of learners being actively involved in the lesson (being interested and answering continually) and the group of passive ones (who have wandering attention and cannot or don't want to answer). "While I was speaking, the members of the group responded in a different way. There were learners who listened with interest but there were also learners whose attention got shifted, who shared their opinion with their teammates or just gave a question not connecting to the topic." (questionnaire nr. 7) Of course, among the most significant challenges of beginner teachers, which [17] has dealt with too, disciplining occurred as well, for students mentioned more phenomena disturbing the lesson (shouting in, whispering, talking to each other, organization of group work). They tried handling situations of this kind by means of keeping eye contact, making learners work, increasing the number of interactions (generating conversations, sharing opinion resp. giving learning questions), playing, cooperative work forms, and experience-based teaching [18].

4.2. Characteristics of teacher speech

The majority of answers (in 32 cases) given to questions (7.) putting teacher speech in the foreground confirm the fact that learners could mostly follow teacher utterances well. The typical way of controlling this from the side of students has been giving checking questions. On one hand, learners indicated if something wasn't clear or understandable for them, on the other hand, teacher trainees specified or repeated what they've said if there were deficiencies in the feedback. Teacher trainees have taken not only aspects of content (like at fixing the meaning of Latin words or at mentioning realistic examples connecting to the experiences of their learners), but they were striving for the right way of expressing themselves in terms of style as well (like by avoiding long-winded sentences and redundancy or recalling metaphors helping at understanding). The outline structured in a logical way and following the principles of gradualism, adjusting the time frame and pace to the demands of the

target group, the explanation illustrated with a PPT highlighting the essential information both in a visual and an acoustic way resp. the exercises built up step by step served more and more the extensive knowledge acquisition of learners. In some cases, the respondent paid attention even to the vocal factors of speech: the informant was striving for finding the speech pace most ideal for his/her learners. The realization of the significance of non–verbal factors was reflected by the type of remark "if they don't understand something, I can see it on them or in their eyes" (questionnaire nr. 23) in the best way, which though raises only the illusion of making progression together – as [19] aptly commented in his relevant study. Generally, it can be said that for the informants, mostly the right answers and activity of students provided an affirmative, positive effect.

For teacher trainees, the disinterest, wavering participation of learners in the class, their selective attention, resp. the absence of learners' feedback have meant the biggest problems. The respondents had a different opinion on how the traceability of teachers' communication by learners can be judged and whether the answers given to teacher questions relating to the understanding of learners or (on the contrary) the absence of learners' questions can provide more information in this regard.

Similarly to the previous problematic, it can be concluded in this case too that learners articulated their thoughts with few words and supported them with few concretes. Therefore, the question arises rightfully: to what extent does the common statement relating to starting teachers – also read in the writing of [20] – apply to respondents, according to which in lessons, they essentially pay attention to themselves (even regarding their communication) and that this situation can determine the detection and interpretation of their learners' reactions to a great extent.

Teacher trainees judged their own word usage (except 1 person) in quite a positive way: they found it learner–friendly, fitting the age of learners, but sophisticated at the same time. Though they strived for making the material the most understandable, for making students acquire it, for using a professional vocabulary (for avoiding abbreviations and jargon), and a manner of speech being modern, including slang at some points and adjusting it to the characteristics of learners (age, abilities, social competences, motivation, prior knowledge), according to my assumption, their communication represents a presumably more nuanced picture than what they described. More of them mentioned among the factors making classroom discourse more difficult the poor vocabulary of learners, the absence of prior knowledge, which issues hardened their work of teaching. These experiences have first of all urged them to elaborate the essence of terms to be acquired in the simplest word usage possible and to control the understanding of these by continuously giving checking questions. They tried transforming student book texts which they claimed to contain difficult formulations. This has meant a task of great importance because on one hand, it is a profession and exam requirement to use the technical terms of the given subject in an adequate way, on the other hand, the understandability of explanations has significantly depended on examples taken from real life and connected to the concrete material. Based on all these, it is a well–founded question – considering both the amount of the material and its characteristics of abstraction –, to what level the given

body of knowledge can be simplified, as the way of expression resp. the word usage of teachers is for learners some sort of a model, an example to be followed. This is among others the reason why the – in terms of profession and standard language – adequate communication is essential, in which, as a matter of course, school slang has its place and role too. However, the use of this latter one is significantly determined by knowing the subculture of the taught target group. At the same time, the vocal factors of speech cannot be forgotten, like the realization of the teacher's speaking adjusting to the number of students, to the size and acoustics of the room resp. being understood and heard well by everyone. Beside this, the role and significance of non-verbal signs in classroom discourse mentioned by several students (keeping eye contact, turning to students) need to be made known. Connecting to this, it's worth mentioning that only one teacher trainee had a critical opinion regarding own communication. According to his/her view, he/she didn't succeed finding the common ground with his/her learners, therefore, the word usage fitting the age didn't always get achieved: "I've tried using words fitting the age of learners… We didn't always find the common ground. The communication between us was fluctuant. There were cases where I tried to articulate the material in a bit childish way and cases in which I tried to articulate it in a very adultlike way" (questionnaire nr. 29).

4.3. Characteristics of teacher instructions and explanations in lessons

As for the role of teacher instructions and explanations resp. the form of learners' reactions and responses, the analyses of teacher trainees have matched in more regards as well (11). Most of them (28 persons) considered their own instructions obvious and understandable. Some of them also supported acoustic information with visual representation (e. g. they projected it to the board as well). In their opinion, knowing the student composition helped adjust the instructions and the material to the demands of the given class/group to a great extent. Regarding the accuracy of these conclusions, it is to be noted by all means that correspondent students' number of lessons in school practice (observations of lessons and teachings) provides few chances for getting to know learners in a more thorough, diagnostic way, which – according to [21] too – is a factor significantly affecting real interactions.

In reports on lessons, many highlighted the positive attitude of learners, their willingness to cooperate, the accurate implement of instructions at solving exercises: "they did what I've asked them to do, resp. they gave correct answers at controlling questions, which implies the fact that they have understood my explanations" (questionnaire nr. 5). "They were cooperating all along, they carried out the instructions… During the lesson, the were disciplined and helpful. Their cooperation accompanied the whole teaching process" (questionnaire nr. 8). Teacher trainees found mentioning the importance of questions controlling comprehension to be significant in this case too. However, only one teacher trainee student referred to presenting aims and exercises connecting to the topic of the lesson at the start of it, just like only one respondent called attention consciously applying to elements of nonverbal communication.

Teacher trainees (8 persons) who claimed that teacher instructions were only partially understandable for their learners saw the main reason in learners' lack of knowledge (e. g. in case of the rules for the game barkochba resp. in case of expressions of foreign languages). It also occurred at the same time that the student, adjusting to the necessities of generation Z, applied a fractionizing method: he/she gave only one exercise at a time.

The majority of respondents (33 persons) found the continuous discourse with learners, controlling the understanding of exercises resp. approaching a problem from different angles to be significant. This practice extended to controlling not only frontal, but pair and group work as well. From didactic tasks, revision, controlling (e. g. learners' outlines and notes) and evaluating (learners by rewarding them) received a dominant role, while from the methodologies, the method of elaborating by asking was given priority. Teacher trainees, in their opinion, indicated a great openness in participating in different situations of communication starting out from their learners. Everyone of them gave account of the fact that learners continuously had the opportunity to ask questions (e. g. during ppt presentation, at revision, at summary). Moreover, they really encouraged them to ask problem-oriented questions, first and foremost with the intention that they acquire the material already in the lesson, in the best way possible. There was also a respondent who specially highlighted the significance of questions given not only to one child but to the whole class, while the other emphasized the conscious observation and interpretation of learners' nonverbal signs (e. g. facial expressions). It is arguable in this latter case though to what extent the teacher trainee could draw relevant conclusions regarding the understanding of the material.

Based on the aggregate and typification of students' answers, it can be stated that respondents have basically tried taking the aspects highlighted by [22] into account; they tried making one-sided communication situations more diverse, increasing the activity of learners in the lesson, which meant at the same time a feedback for them, and the uncovering of possible shortcomings and faults, the reflection on these. Despite this, the questions initiated by the teacher and the evaluating remarks are still to be viewed as the key moments of classroom discourse.

Teacher trainees (28 persons) have generally reported positively of the fact as well that learners could mostly solve the exercises in class. However, at the same time, their answers were in several cases the repetition of their comments given to previous questions. If their learners still did not answer correctly, they explained them the material from another approach again. As a consequence of the heterogeneity of classes/groups, they met beside a cooperating, helpful, disciplined behavior signs of disinterest, wandering of attention, talking, dealing with other things (e. g. with using smart phone) as well. The listed phenomena resp. problems of attitude stand in well-known connection with the characteristics of generation Z and Alpha, as for them, instead of taking notes, the sending of materials resp. taking photos of them mean the evident solution. Namely, the use of smart devices makes their participation in class easier, "more comfortable", at some points more effective, both in a positive and a negative sense. The changes mentioned require in this way

the flexibility of teacher trainees and the rethinking of the role of illustration resp. the explanations supported with examples, and the situations in verbal and written communication even more.

4.4. *The role of teacher questions in the lesson*

The students had a positive opinion – in accordance with the answers given to the teacher speech, the instructions and explanations – on the topic of question techniques (12.) as well. They highlighted, mostly because of the learners' incomplete knowledge and their deficit in knowledge, the role of leading questions: "The lack of knowing Latin expressions or words has emerged as a deficit, and, in this case, helping, leading questions needed to be applied." (questionnaire nr. 8) Reforming or repeating the questions has been a common practice. Almost a two-thirds of teacher trainees (20 persons) wrote that they had to change the type, form, and difficulty of questions as well. The modification meant first of all giving easier closed questions inducing the recalling of facts. At the same time, it doesn't turn out from answers lacking the listing of these, how the correction of questions was done in practice. From the perspective of function, recalling knowledge, specifying, checking it, and helping students to get to a feeling of success have appeared as the most important goals. On the other hand, far fewer mentioned the thought-provoking questions demanding articulation of opinion, though leading questions "motivate children for thinking, expressing own opinion, I can get feedback from them in connection with given topics, I can raise their attention, I can be in continuous interaction with them." (questionnaire nr. 33) – as it was described by one of the respondents. Based on type, closed questions dominated. Beside this, suggestive questions were marked by some of them. Presumably, giving spontaneous questions has been typically realized, the one student meant an exception in this regard who has written about pre-planning the questions as well, the importance of which was also highlighted by [23] in his lecture material.

According to the majority of respondents (27 persons), striving for the fluency of teacher-learner interactions, they gave learners enough time to answer. If learners haven't replied in the way expected, it was typically rated as an incorrect answer, and the question was rephrased and given again. There were, however, examples for revealing the ways of learners' solutions only seldom, that is to say, for also making use of the learning opportunity hiding in evaluation.

4.5. *Participation of students in classroom discourse*

According to the opinion of teacher trainees, every learner had equally the opportunity for actively joining the classroom discourse and commenting (14.). Only two of the respondents have stated the opposite of this. However, in fact, the chance hasn't missed in their case neither, some learners simply preferred – in their opinion – listening to the teacher explanations, they were withdrawn, or they didn't have anything to add to the topic in given case. The judgement of this question is quite subjective in nature, since it's a general experience that many teachers strive for

motivating more and more of their learners, for inspiring them to answer; at the same time, it depends on several factors already mentioned at previous questions, to what extent they succeed in carrying this out. It is affected by the personality of the teacher, the nature of the teacher-learner relation, the number of learners, the interest, amount, and difficulty of the material, the characteristics of the methods applied, the timeframe, resp. the fact whether the utterance was voluntary or the learner was called on by the teacher. At the same time, more of the respondents meant under comments not only the answering of teacher questions but the articulation of learners' questions as well. The classroom discourses generated in this way have typically meant the communication between teachers and learners, the students have only written about the conversations between learners. They found it beside this important to mention that the principle of proportion has neither got always fulfilled: there were more audible ones, leader individuals, who grabbed the word more often, while others had a more passive behavior, they were more withdrawn in these situations. Another characteristic of learners' utterances was that – following the traditional practice – learners could articulate their comment after raising their hand and being called on. The utterances of learners have also provided the opportunity to learn – as an element of social learning – the fact that one has to listen to everyone, the opinions of others are to be respected, and that in the course of discussion, the things said need to be corrected – if necessary – in an appropriate way.

The student answers referring to the equal distribution of teacher questions among learners have shown the biggest difference. Only lesser than one-third of respondents (21 persons) claimed that this has been fulfilled, while 13 teacher trainees had the opinion that it didn't, 1 person marked the answer 'partly', and 1 person didn't answer the question. The picture outlined by justifications has shown the fact that the basic aim of the ones giving the answer 'yes' was that every student gets a question. There was a teacher trainee who was motivated in this by creating a situation to reward every learner through positive reinforcement and to take them to a feeling of success, that is to say, the teacher trainee realized the necessity of continuous feedback from the perspective of motivating learners: "I've consequently paid attention to the fact that every student gets a question during the lesson and that he/she gives, if possible, a good answer to it, which received reward. This was very motivating to every student; I saw that they have a good time in cases like this." (questionnaire nr. 10). Others have referred to the fact that they supported giving right answers by means of questions fitting the abilities of the individuals. The students of education science solved involving learners – in more cases – by calling on them by name, compensating this way that not only the active ones participate in the lesson. For teacher trainees answering 'no', the main problem was the dominance of leading learners, resp. situations where they waited for a response to the question only on a voluntary basis. It happened that the respondent formulated like some advice to himself/herself that he/she has to pay more attention to motivating more silent resp. withdrawn students as well, his/her mentor has also called attention to this. Carrying this out certainly demands a greater pedagogical awareness from the side of the teacher.

5. Conclusion, suggestions

The results of the examination centered around the opinion of teacher trainees have shifted the attention – regarding classroom discourse as well – to the challenges of starting teachers in connection with decisions in lessons. Compared to the criteria of the teacher evaluating system and the education resp. graduation requirements, it can be concluded that for teacher trainee correspondent students having been participated in the research, the speech style fitting learners' prior knowledge and abilities, the determination of the elaboration (depth and extent) of instructions, resp. the formulation of questions adjusting to the competences of learners on the right level have meant some of the biggest challenges. From the perspective of students, during classroom discourse, it was a priority task to attract and keep the attention of their learners, to increase their motivation and activity, to involve as many learners as possible into the course of the lesson. The respondents followed in several regards the same practice: in general, they strived not only for an explanation which makes various learning modalities possible, is easy to follow, and is combined with illustration, but at the same time for the implementation of a way of expression and style fitting the requirements of the given subject, being sophisticated and professional, but at the same time near to learners. They tried carrying this out mostly by illustrating more abstract materials with lifelike examples, frequently asking checking questions regarding the understandability, that is to say, by highlighting the triadic dialogue between teacher and learner.

The answers have depicted at the same time well that teacher trainees have often faced typical problems emerging in situations of classroom communication. It turned out from reflections that the predominance of teacher utterances centered around knowledge and the challenges in activating learners have often occurred in lessons. As a result of this, the continuous classroom discourse with learners hasn't got fulfilled in many cases, despite the fact that teacher trainees have mentioned their efforts in this direction at more times too. Since the answers of students have often been utterances with few words and supported only with few examples, on the whole, they haven't given a concrete and nuanced enough picture regarding the complex phenomenon and diverse factors of classroom discourse.

The teacher–learner interaction can be viewed as a special type of conversation, therefore, the earned results can first of all point to the fact that it is – in connection with the constructivist paradigm – a significant task of the education, more than any time before, to touch upon more aspects of classroom discourse, the speech attitude of teachers, and new communication situations. Connecting to this, it is important to make teacher trainees familiar with communication patterns regarding the observing and knowledge organizing role of teachers and let them acquire these (e. g. on the field of developing communication resp. of collaborative abilities and critical thinking of learners). As for teacher competences, the question technique developing a divergent way of thinking resp. the regular and conscious self-reflection for teachers need to be supported. Setting the factors mentioned on a higher level can significantly contribute to make teaching and learning processes in the lessons more effective and more successful [24].

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Appendix

1. Appendix
The questions of the adapted version of the questionnaire entitled "Reflection on the lesson" referring to classroom discourse

6. Personality and style
a) Have learners paid attention to me, while I was speaking?
yes
no
both yes and no
I cannot decide.
b) Have I managed keeping up learners' attention?
yes, in the following way …
not, because …
partly yes, partly no, because …

7. Speaking
a) Could learners follow what I was saying?
yes, because …
no, because …
partly, because …
it didn't turn out, because …
b) What was my word usage like? (on the level fitting the age of learners; learner friendly, yet sophisticated or not) Describe it briefly, to the point.

11. Instructions and explanations
a) Have my instructions been clear, obvious and understandable for learners?
yes, because…
no, because …
partly, because …
it didn't turn out, because …
b) Did I make sure that learners understood the exercise?
yes, in the following way …
no, because …
c) Have learners known all along what they have to do? If not, how did I react? Describe it briefly, to the point.
d) Did learners have the opportunity to ask?
yes, in the following way …
no, because …

12. Question techniques
a) Did I give „real" questions of the appropriate type (are leading, helping questions important)? Describe it briefly, to the point.

b) How did I react if I did not get the answer expected? (If there was a case like this.) Describe it briefly, to the point.

c) Did I need to repeat, rephrase, or give one of my questions again? Why? (If there was a case like this.) Describe it briefly, to the point.

d) Did I make changes in the form, type, and difficulty of questions?

yes, in the following way …

no, because …

e) Did I give enough time for learners to answer?

yes, because …

no, because …

partly, because …

it didn't turn out, because

14. Involving learners

c) Did everyone have the opportunity to add a word to the lesson?

yes, in the following way …

no, because …

d) Did I distribute my questions among learners equally?

yes, in the following way …

no, because …

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ART EDUCATION AS A MEANS TO DEVELOPING AN INTERDISCIPLINARY APPROACH

Abstract: Transforming a seemingly impenetrable structure of school subjects into a looser structure and revising the framework of a strictly single-discipline attitude in order to afford a broader view of interconnected groups of information now insulated by a rigid system are not novel ideas. The challenges posed by contemporary society require the kind of skillset in order to get along in life and meet expectations in the labour market which do not easily emerge or develop in the traditional school setting. Our rapidly changing world presents us with complex problems that require complex solutions and finding these necessitates a novel attitude. This in turn presupposes that schools should employ new strategies in education, teaching and learning. Creative thinking and adaptability, an interdisciplinary – these may be the keys to future success both within and outside of the school framework. This paper aims to give ideas of these possibilities.

Keywords: interdisciplinary, education with art, creative connections

1. About Interdisciplinary Approach

Transforming a seemingly impenetrable structure of school subjects into a looser structure and revising the framework of a strictly single-discipline attitude in order to afford a broader view of interconnected groups of information now insulated by a rigid system are not novel ideas. One name that must certainly be mentioned in this regard is that of Johannes Comenius (1592–1670) who considered it one of the vital tasks of any school to introduce students to "the interconnected system of knowledge about the world" [1]. In his work *Didactica Magna* he claims that one of the factors that most commonly hinders progress of learning in schools is that "things that are interconnected by nature are discussed not in an interconnected, but a fractured fashion" [2]. In his work *Pansophia* he proposes the principle of the interconnected system of basic concepts and he planned to bring this to practical execution in the form of a seven grade pansophic school during his stay at Sárospatak (1650–1654) [3]. Since, however, it is not within the scope of this paper to track the realisation of Comenius's principles or to present the related stations of educational history, here we are merely going to inventory the pedagogical concepts that can serve to shape a holistic approach in childhood. Although we are talking about fairly recent developments, some of them were in fact formulated and even tested decades ago, such as the constructivist approach, experiential pedagogy, the project method, attempts at museum pedagogy, complex instruction programmes, the complex base programme and attempts at differentiated development in heterogeneous groups. Even the approach known as subject concentration used by educators who are more

intent on sticking to traditional solutions serve this same purpose. It is fair to ask the question, if some of the above listed educational methods and ideas were known to Hungarian educators as early as the 1980's and 90's, why is it important to bring these into the focus of attention again as we draw towards the end of the first quarter of the 21st century.

We believe this is justified because the challenges posed by contemporary society require the kind of skillset in order to get along in life and meet expectations in the labour market which do not easily emerge or develop in the traditional school setting. Our rapidly changing world presents us with complex problems that require complex solutions and finding these necessitates a novel attitude. This in turn presupposes that schools should employ new strategies in education, teaching and learning.

Creative thinking and adaptability – these may be the keys to future success, as "acquiring knowledge about processes that even threaten the very existence of humanity and about the possible aversion of these requires *formulating fundamentally new goals and also means that we need to introduce the work to attain these goals into daily practice*, while the system of school subjects needs to become more complex and integrated. It is only through subjects aiming at complex academic objectives that we may hope to prepare young people to solve extremely complex problems." [Emphasis in the original, 4]

There are innumerable occasions to develop an interdisciplinary approach both within and outside of the school framework. The connections between various academic disciplines and education in the arts provide a rich array of learning experiences and thus lead almost automatically to the experiential assimilation of new knowledge, the deepening of existing knowledge and the enhancement of integrated thinking. Education in the arts is not only a fundamental tool in improving students' emotional intelligence, enriching their personality and shaping their good taste – it also enhances and broadens creativity and independent thinking. Thus, associating it with any other branch of the arts (e. g. complex art education) or with seemingly distant academic disciplines can contribute significantly to the above listed goals. In an effort to extend the potential in art education to the broadest possible range, UNESCO declared in 2011 (36/C38) that the 4th week of May is to be dedicated as the International Arts Education Week.[1] It is a unique characteristic of arts education that a merely theoretical or passive approach (e. g. listening to music) is insufficient in itself – it is only through active contribution that one can partake of the totality of the relevant experience. The pivotal idea which Comenius put to paper in 1650 – "it is only by creating that we become creators" [6] – has been confirmed by our contemporary knowledge.

The capacity for inventive problem solving is a key component for coping in everyday life. One key skill in that toolkit is to draw attention to uncommon

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[1] „According to the decision of the 36th session of UNESCO's General Conference in 2011 (36/C Resolution 38), the 4th week of May was proclaimed as the International Arts Education Week." [5]

connections between things (or common connections that we never consciously realised). Whether school can do anything to improve this? "Creativity fosters the kind of resilience that we need in times of crisis. We need to nurture it from the youngest age on, in order to liberate the imagination, awaken curiosity and the appreciation for the richness and plurality of human imagination. All of this begins with education." [7][2] In our day and age we cannot forget about the use of artificial intelligence which may also entail some dangers if we leave out of consideration anthropomorphisation, i.e., the "humanisation" of AI.

The concepts of science and art belong to one another even in an etymological approach, since art comes from the Greek word *techné* as much as from the Latin *ars*, where the Greek means "technical (practical) knowledge, the capacity for creativity based on specific and singular rules". [8] Closely intertwined in antiquity, the interpretation of these concepts has become considerably transformed later. The seven free arts *(Septem Artes Liberales)* included not only the disciplines focussing on the word or the text (grammar, rhetoric, dialectic), also known as the *trivium*, the *quadrivium*, astronomy, arithmetic, mathematics – and music. This is true even if here this mainly refers to the analysis of the mathematical and physical dimensions of music, rather than an aesthetic approach. The unparalleled oeuvre of the great Renaissance polymath Leonardo da Vinci exemplifies to perfection the way in which art and science existed in close symbiosis at the time. It was only in the modern period that painting, sculpture, architecture, poetry, theatre, music and dance became clearly separated from science. Today, thanks to the results of brain research it is well known that the two hemispheres of the brain function along a distribution of functions, where the left hemisphere is the home of rationality and verbal skills so indispensable for scientific activity, while visual thinking, intuition, creativity, i.e. the "infrastructure" for the arts are located in the right hemisphere. There is a great deal that school can do for developing a harmonious personality and one possible approach to this is to make sure that children use both their brain hemispheres intensely – even if not to equal extent, since the existing hemisphere dominance will always prevail. This is the process that interdisciplinary thinking promotes and Hungarian author György Darvas pointed out one extremely interesting example of an uncommon association carried to execution ("pioneering use of Japanese origami for transporting folded objects into space and there unfolding them") on the pages of Hungarian journal Magyar Tudomány [9].

Educational practices related to our theme approach the subject of complexity through three main approaches. The all-arts concept developed by Bauhaus and emphasising the interconnections of the classic branches of art is one that even non-experts consider self-evident with regard to arts education and integration. Another view focuses on the shared roots of the arts and the academic disciplines and improves creativity and intuitive problem-solving by exploiting shared points and intersections

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2   Extract from a speech given by Audrey Azoulay, director-general of UNESCO on the occasions of the Arts Education Week of 2021.

in a many-sided approach. The third approach to arts education combines the two former approaches and places skills development through complex means in the centre of attention, along with the improvement of social competencies [10].

Shaping a holistic approach is something that is feasible on any level of the public education system in any age-group. Some of its strands may require assets and resources, but no matter which area the educator chooses, they will need to be open and knowledgeable about the relevant areas of the disciplines they wish to associate. No matter whether it is but a few minutes within a lesson (e. g., for motivation), a full lesson, a project day or a project week/month or a special event – organisation is likely to require special preparation. Adjusting the teach to the age-specific characteristics of the students and choosing the subject carefully are all pre-conditions of successful reception.

In the remaining section of this paper, I provide examples of holistic development using arts education and the connection with the various art forms. Instead of elaborate plans for execution I offer a series of ideas and suggestions which, it is my hope, will foster the further development of existing projects and spark ideas for new ones.

2. Connections Between the Various Branches of the Arts

It seems self-evident that at the head of our list of examples we should look at the ways in which various branches of the arts interact with and strengthen each other. The most complex artistic experiences are offered by theatre and its various branches (musical, dance theatre, puppet theatre), as well as the world of the motion picture, since built upon literary foundations these comprise visual elements (costume, props, scenery), as well as movement and music. Within normal school frames it is rarely possible for students to prepare for and perform a play and this also requires educators with the appropriate training. It is far more easily possible, however, no matter what our training, to point out already existing solutions to students that are related to the curriculum or the topic on hand. We can also find examples where a stage or film production emerged as a result of the complex interaction of multiple branches of the arts.

One of our fond literary memories is that of Jonathan Swift's Gulliver whose adventures inspired contemporary baroque composer Georg Philipp Telemann to compose music. The evocative elements of the scores reflect the swarming of the Lilliputians (brisk rhythmic values) or the stamping of the giants (long rhythms).

Béla Bartók's piano piece Bear Dance written in 1908 and its orchestral version was composed in 1932 served as direct inspiration for Attila József's poem of the same title. His book of poetry of that title in many ways stands in parallel with Bartók's innovative artistic approach. Their shared creed regarding modern artistic principles created a clear connection between the two outstandingly talented contemporary artists [11].

Another musical composition created under the influence of works of art is M. P. Mussorgsky's Pictures of an Exhibition. The direct inspiration was a posthumous exhibition arranged in memory of a friend of the composer V. Hartmann – this artist had also worked as a props and costume designer and a selection of his works of this

nature was now on display. This visual experience inspired the composer to write music, but the piece did not reach its full popularity with wider audiences until it was re-arranged by Ravel. Today video sharing platforms allow to revel in truly high quality puppet play arrangements.

The librettos of G. Verdi's operas often relied on classic literary works. A few of these include Don Carlos – F. Schiller: Don Carlos; Rigoletto – V. Hugo: The King Amuses Himself; Traviata – A. Dumas fils: The Lady of the Camellias; Falstaff – W. Shakespeare: The Merry Wives of Windsor; Ernani – V. Hugo: Hernani; Macbeth – W. Shakespeare: Macbeth.

Béla Bartók's dance play The Wooden Prince offers particularly rich information in this regard. The story was written on Bartók's commission by Béla Balázs, the music was composed by Bartók and the dance choreography created by Gyula Harangozó. Dezső Szilágyi used the music as a point of departure for creating a puppet production, but we also know Mikós Radnóti's poem Hajnal – A fából faragott királyfi hatására [Dawn – Inspired by The Wooden Prince]. Photographer Károly Gink created artistic photographs and comprised them in a volume called A fából faragott királyfi nyomán [In the Wake of The Wooden Prince]. The story was even turned into a projector film for children using Sándor Ják's illustrations.

E. T. A. Hoffmann's The Nutcracker and the Mouse King was thoroughly transformed before it became the foundation for Tchaikovsky's last stage piece The Nutcracker Suite. This Christmas story served as a foundation for a whole line of films and cartoons (of varying standard), but the original ballet still runs with unwaning success in the Christmas repertoire of dance theatres. The wide range of puppet arrangements available through the internet further prove the piece's popularity.

Tchaikovsky's other widely known and loved ballet, Swan Lake, was produced on the foundations of a Russian folk tale. The Japanese film drama of the same titles offers a clear plotline, but Darren Aronofsky's psycho-thriller The Black Sawn focuses on the rivalry between the ballerinas vying for the parts of the black and the white swans and thus reference to the original story only appears through this allusion in the plotline of the movie.

The genre of the symphonic poem, associated with Franz Liszt is particularly suited to display the concord of twin muses. To use Liszt's words, "the program has no other purpose but to make a preliminary allusion to all the psychological factors which will be embodied in the work. Perhaps the composer composed his work based on particular impressions and wants to transfer those entirely to the listener's consciousness." [12] In the prefaces he was given to writing to his scores, he regularly featured the work of art which had inspired the piece, including entire poems. His symphonic poem Mazeppa relies for inspiration on poems of the same title by G. Byron (1819) and V. Hugo (1829) and on Juliusz Słowacki's play (1839) which relate the heavily romanticised story of a true person. Many of the famous painters of the age depicted various moments of the events (e. g. Th. Géricault, L. Boulanger, E. Delacroix; H. Vernet, J. F. Herring), thus it is little wonder that Liszt was also interested in the subject. First he composed his transcendental etudes for

piano, while the symphonic poem itself was created 22 years later. He also wrote piano transcripts for two and four hands and for two pianos [13].

We may also observe some characteristics that are shared between the various branches of the arts, through styles, specific themes and forms of expression (the human condition, human feelings, moods, nature, the landscape, the seasons or times of day etc.), e. g. the French impressionist painters, Hungarian landscape painting, Dutch seascape painters, the impressionist poets (Verlaine's Chanson d'automne, Árpád Tóth's Ott kint a télnek bús haragja [The Mellow Bells of Winter]; Szeptemberi szonett [September Sonnet]; landscape poetry (Gyula Juhász: Magyar falu csöndje [The Stillness of the Hungarian Village]; Sándor Kányádi: Két nyárfa közt a dombtetőn [On the Hilltop between Two Poplars]), works of music evocative of nature (Debussy: The Sea; Bartók: Out of Doors), dances (Stravinsky: The Rite of Spring; Ravel: Daphnis and Chloé – Sunrise) or calligrammes that are sets of words arranged in such a way that they also graphically display the content to be said.
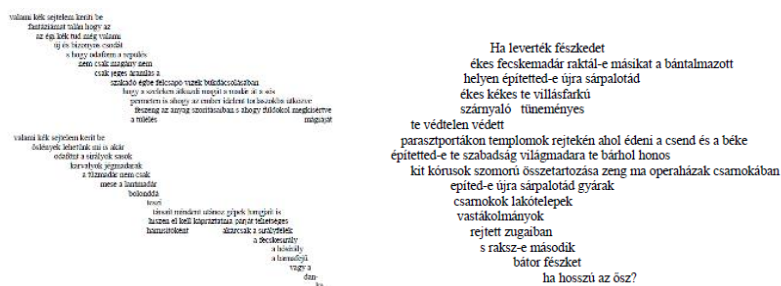

Ha leverték fészkedet
ékes fecskemadár raktál-e másikat a bántalmazott
helyen építetted-e újra sárpalotád
ékes kékes te villásfarkú
szárnyaló tüneményes
te védtelen védett
parasztportákon templomok rejtekén ahol édeni a csend és a béke
építetted-e te szabadság világmadara te bárhol honos
kit kórusok szomorú összetartozása zeng ma operaházak csarnokában
épített-e újra sárpalotád gyárak
csarnokok lakótelepek
vastákolmányok
rejtett zugaiban
s raksz-e második
bátor fészket
ha hosszú az ősz?

Figure 1
Calligrammes by Éva Finta (Sirályok, Fecske) [Sea Gulls; Swallow] [14, 15]

Performances at school that mobilise all art forms usually burst the frames of the traditional school class. Further difficulty arises from the fact that the arts are usually taught separately from other subjects and the topics of the curriculum are not synchronised in time across subjects. While the age of antiquity abounds in gorgeous examples in literature and the fine arts, music history knows but a few musical relics from this period. A further pre-condition for success is the willingness of other educators to co-operate in such efforts. In the lower grades the situation is made simpler by the fact that (in theory) the class teacher teaches all the subjects in their class – however, they often don't feel sufficiently trained or competent to bring about such a complex effort.

If, however, the conditions are provided, it is worth making the effort – students find it a tremendous experience, not to mention the beneficial effect of all the developmental opportunities encoded in the situation (manual skills, co-operation, creativity, self-awareness, self-expression, problem solving abilities, concentration, empathy, social skills). The educator has a broad range of subjects to choose from, but it is important to make sure that the topic is in some way relevant to the children.

Hungarian educational history considers the school play as Comenius's innovation. Writing of the significance of of *Schola ludus* (The School as a Playing Stage, 1654) written and presented for the first time at Sárospatak with regard to our subject matter, we read "The educational analogy is fascinating, clearly recognised by Comenius and applied in *Schola ludus*. The conservative, old-fashioned relationship between teacher and student is similar to polemics in that the teacher operates the educational situation from a one-sided position of declaration and superiority, while dialogue, although recognising the teacher's leadership role, relies on mutuality, the mutual appreciation of each other's opinions, the functional identity of the search for truth and knowledge in resolving problems of the teacher-student relationship. Today, when we speak of dialogue, we think not primarily of the relationship between private individuals, this is not seen as its primary terrain, but of academic life, where attempts at interdisciplinary integration often fail precisely due to a lack of dialogue and could come to fruition through dialogue." [16]

Ideas for realisation within the framework of the school class might include enacting the trial of Antigone – the elders, the judges, the defence, the witnesses. After being ascribed their role in the Sophocles play, children can prepare their part independently, at home, mustering their own thoughts, while the classroom can be used to clash their various viewpoints, to deliver the prosecution, the defence and the judgement.

Mediaeval mystery and miracle plays can also serve as models for enacting a story relevant to our locality or the occasion of the play, or the outstanding moments in the life of one of the saints. Stations for a many-sided approach to a theme may include introducing the children to the writings and legends on the life of the saint in question; we can present to them the painting, sculptures, stained-glass windows and wall-carpets depicting the person in question; they can listen to extracts from the musical works dedicated to the individual (ranging from music contemporary to the subject all the way to modern approaches; e. g. in the case of St. Elisabeth this would include Gregorian chants dedicated to her; the legend by Franz Liszt; the Elisabeth of Wagner's musical drama Tannhäuser; or Péter Andorka's musical The Rose Girl); stageplays on the subject (puppet theatres, children's or student plays); amateur and artistic photographs, films and reports on the subject, as well as the children's drawings and sculptures inspired by these; opportunities for inspiration arising from the life of the individual (e. g. mediaeval costumes, churches, stained-glass windows plastic arts pieces); songs which the children themselves can sing – in fact the Lady Elisabeth featuring in Hungarian custom songs and children's folk plays is often identified with St. Elisabeth [17]. In the lower years of school the singing and acting of these play-songs is highly recommended, while from the 4th year up we can teach the fundamental music historical knowledge and examples of the age. The pupils themselves can personally participate in designing and producing the costumes, scenery, props, invitation cards and posters for the play; in setting up the auditorium, in writing reviews and producing pictures of the performance, and thus the ultimate goal, the performance itself is executed through the total complexity of the art form in the best sense.

3. Connections Between Science and the Arts

Points of connection between the sciences and the arts offer natural opportunities in certain areas for experiential communication and learning. Our first example connects the world of biology with the visual arts.

Strivings for an anatomically accurate representation of the human body may be observed about statues of both Greek and Roman antiquity, while for Leonardo da Vinci finding out as much as possible about the mechanics and the inner organs of the human body was so important that he risked heavy punishment by doing autopsies. He recorded the knowledge he acquired that way in anatomic illustrations. Although today the use of illustrations (the visual arts) for explanation and elucidation is commonplace practice in many of the sciences, we still believe it may worthwhile presenting the works of the Renaissance polymath while studying the inner organs, the cardio-vascular system, the circulation, the embryo, the musculature or the bones. The more so since the topic of autopsy recurs in a number of art works such as Rembrandts group portrait of an anatomy lesson (Dr Tulp's Anatomy) or Enrique Simonet's painting The Anatomy of the Heart.

Students may find it an inspiring experiential input to explore the details of ancient or Renaissance sculptures, the subtleties of the muscles frozen into marble, or find an interesting, but unusual association is contemporary painter István Stark's drawings and electrographs inspired by the artist's heart operation and the preceding medical examinations [18].
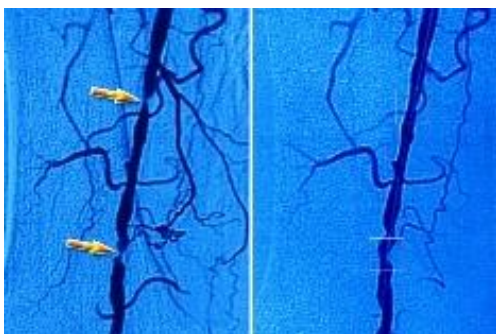

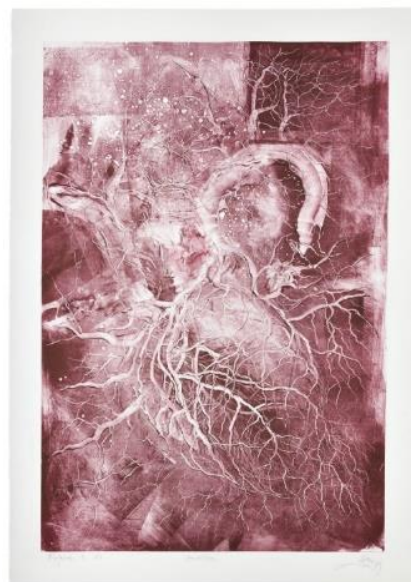**Figure 2**
Angiography [19]

Figure 3
Érfestés II. 63 [Angiography II. 63]
painted by Stark [20]

The subject of medicine may be encountered in innumerable masterpieces of literature. In the Bible, Leviticus 13 (1-44) describes in detail the symptoms of leprosy and a range of other rashes, growths and swellings, stresses the importance of isolation of the patient in quarantine and arriving at an accurate diagnosis, as well as possible methods of cure. Another commonly known example, and a part of the secondary school curriculum is Mihály Babits' poem Balázsolás [St. Blaise's Day] which provides an excellent occasion to revive and/or discuss the old sacred and profane traditions associated with St. Blaise's day (festive days, ethnography), as well as for describing disease, identifying symptoms or prognosticating possible outcomes. In connection with the ritual blessing of the throat on this day we may refer to the emblematic scene related to diphtheria in a work (A kincskereső kisködmön [The Treasure Cloak]) that has formed a central literary experience of many Hungarian children for generations and use it as an occasion to talk about a disease that caused the death of innumerable children before vaccination was invented.

The topic of leprosy and skin disease can also surface in history classes, e. g. in representations of Hungary's King Lajos in the relevant miniature of the Képes Krónika [Pictorial Chronicle] (visual arts). Certain unusual features of that depiction (wearing a white glove, characteristic deformations of the face), as well as further biographic elements (the withdrawn lifestyle of his later years, financial support to a knightly order which founded leprosy hospitals) have sparked a debate among historians whether the king himself may have suffered from leprosy. References to commonly known diseases of many monarchs and other noted figures throughout history can also increase interest among students involved in health-related studies. It is also commonly known that Bocaccio's Decameron shares the stories related by a company who entered voluntary quarantine in the countryside during a plague epidemic. Our own recent experience of a pandemic and of the resulting isolation of individuals enables students to have empathy with the realities of these works of art.

Today, our life is unimaginable without the symbiosis of object design and ergonomic solutions that follow the requirements of our biological traits. Since this has become so ingrained with our daily life, we may not even be conscious of the collaboration of science and the arts which jointly produce such useful new products. Educators in Physical Education should do all in their power to raise awareness to the importance of correct posture and the solutions that support this, possibly encouraging children to draw and design in service of this goal.

The topics discussed in history and literature classes allow plenty of opportunities for excursions into art history and to make acquaintance in creative ways with the life of the people who lived in the age under discussion – their living spaces, buildings, clothes (fashion design), jewellery (jewellery design), their means of entertainment, the masques and costumes they used in their theatre productions (masque and costume design), the "message" of the standard and coat-of-arms of ruling families (logo design) etc.

Further options for the interconnections of the arts and the sciences arise from studying the aesthetic principles which permeate practically all areas of our lives such as symmetry, mirroring, parallel or the golden ratio. Parallel and symmetry

(mirroring) are concepts most widely known from geometry, but also from nature, and there are innumerable examples in the arts that we can refer to in order to illustrate them. Parallels in the visual arts are self-evident, but they also appear in movement-related genres such as dance performances or some of the sports where the same movements are carried out in total synchrony. In music the same principle is exemplified by orchestral or vocal unisono sections where instruments or voices of a different pitch produce the same melodies, but due to the difference of one or even more octaves between them in fact produce parallel movements in the melody (octave parallel). Parallel shifts may occur in a stage arrangement (although this may not always be clearly noticeable from the auditorium), while a pertinent musical example is the canon, where the same melody line is performed by two or even more sections in such a way that the various sections enter with a certain delay, sounding the same music.

Symmetry leads organically to the principle of mirroring. The most common form is mirroring along an axis on a flat plane or in space. Nature offers fine examples of this in snowflakes, starfish, butterflies, beetles etc, or the mirroring effect produced by water surfaces. Photographers can produce artificial mirror effects through various technologies or play with a mirror image as a compositional principle even where there is no natural reflection taking place. In music, horizontal mirroring is referred to as mirror translation, vertically reflected melodies are called crab inversion and the combination of the two are termed crab-mirror (or retrograde inversion) which corresponds in geometry to concentric reflection. A simple musical technique is polyphony created by a "parallel slide" (the canon), where the theme may be launched from different interval and augmentation or diminution of rhythm values is also a common solution. The varied and versatile use of the above listed classic geometric transformations is the way that leads to the emergence of the fugue, a musical genre with a tissue of the most complex structure – J. S. Bach's oeuvre includes several excellent examples.

A technical solution often used in baroque music is parallel slide symmetry (the same musical theme launched from different intervals) which is a complex and versatile form of musical mirroring. This culminated in the emergence of the fugue – a musical genre of unparalleled complexity in the structure of the musical tissue. In the violin duet Der Spiegel (The Mirror) by that great master of the classical style, W. A. Mozart both violins play the same melody, but one is a crab translation of the other. In Bartók's Question and Answer (Microcosmos 1.14) both the question and the answer are sounded in an octave parallel, while the answer to the question is a mirror inversion of the former.

Figure 4
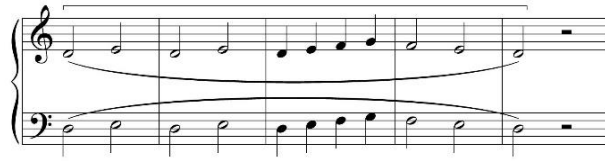*'Question'* (noted by the author of the paper)

Figure 5
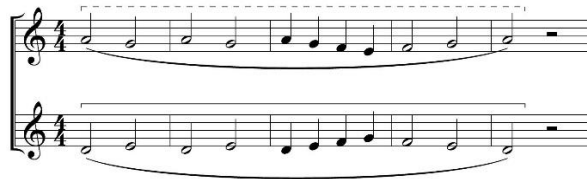*'Answer'* (noted by the author of the paper)

Figure 6
'Question' and 'Answer' together – showing mirror inversion
(got into shape by the author of the paper)

Ornamentations of folk art objects also often use symmetry, as this creates a high degree of balance and calm. "A similarly widely known concept is that of permanence through rotation – i.e. of rotational symmetry. What is less widely known is invariance through translation – i.e. the concept of slide or translational symmetry found in ornamentation, architecture, crystallography and morphology. The preservation of certain traits is served by *similarity transformation* and *affine transformation*. All of these come under the heading of geometric symmetries, but through application they obviously find their way into many of the branches of the arts and sciences." [Emphases in the original, 21]

The principle of symmetry also appears in language, in the form of the palindrome. This is a word or phrase which is the same whether read from beginning to end or the other way round, or at least makes sense, even if the meaning changes (Hungarian examples are "rétipipitér" or "indul a görög aludni"). The most widely known palindrome from antiquity is SATOR AREPO TENET OPERA ROTAS (approximate translation being 'The sower (or, farmer) holds the wheels with care').
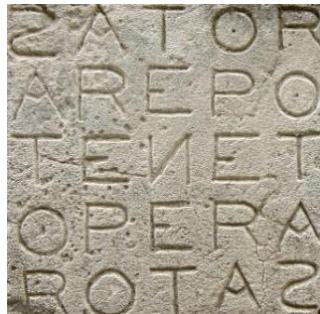

Figure 7
Magic Square SATOR [22]

This was preserved as a text engraved in a magical table, producing the same sentence when read from either direction [23]. We also know of palindrome numbers, e.g. the squares of numbers consisting of all ones (11 × 11= 121; 111 × 111= 12321; 1111 × 1111=1234321 etc.).

1x1 = 1

11 x 11 = 121

111 x 111 = 12 321

1 111 x 1 111 = 1 234 321

11 111 x 11 111 = 123 454 321

111 111 x 111 111 = 12 345 654 321

1 111 111 x 1 111 111 = 1 234 567 654 321

11 111 111 x 11 111 111 = 123 456 787 654 321

111 111 111 x 111 111 111 = 12 345 678 987 654 321

Figure 8
Palindrome numbers (made by the author of the paper)

Classical music also offers an example in the third movement of J. Haydn's 47th Symphony in G major 'Palindrome'. [24]

Figure 9
Theme of the Minuet, Symphony No. 47 by Haydn [25]

Creating a harmonious balance between symmetry and asymmetry was served even in ancient cultures by the principle of the golden ratio where the smaller section of a divided quantity shows the same ratio to the larger part as the larger part does to the whole. The ratio expressed by the Fibonacci series ($\Phi \approx 0.618$) is one which, if represented in the form of squares, and the opposing corners of the squares are connected with quarter circles, results in a spiral shape (the Fibonacci spiral) which corresponds to the ratio of spiral forms found in nature (the house of the nautilus, the scales of a pine cone, the leaves of the houseleek, the position of sunflower-seeds, etc.). The golden ratio has been used in the most impressive art works throughout history, in buildings, paintings and sculptures that we admire to this day, such as the Great Pyramid of Ghiza, the Parthenon in Athens, Tivadar Csontváry Kosztka's

painting The Lonely Cedar or K Hokusai's painting The Great Wave at Kanagava. Literary examples include Dante's Divina Commedia or Attila József's Téli éjszaka [Night in Winter]. Although musicology considers the principle of the gold ratio outdated by today, Hungarian music of the 20th century nevertheless offers some examples. Kodály's Psalmus Hungaricus consists of 395 bars, and the beginning of bar 245 (bar 395 × 0.618) coincides with the utterance of the key idea at the heart of the work, "Put you trust in God". In Bartók's Sonata for two pianos and percussion the replay entry-point also follows the rule of the golden ratio (bar 274 in a piece of 443 bars, ratio being 0.618).

As regards the connections between music and mathematics, we can even find an example of combinatorics in Mozart's oeuvre – supposedly composed while playing bowling, the Kegelstatt Trio is built on the ingenious system that "he wrote 11 different 1st bars, and the same number of second bars, third bars etc. (altogether 176 bars). The players use two dice to decide, bar after bar, which of the eleven possible variations to play – this is how we get 16 bars, i.e., a double period of musical material. The music produced at the mercy of the dice always 'makes sense' as enjoyable menuetto music." [26]

Certain mathematical aspects of music (rhythm values and fractions) are so self-evident that the names of rhythm values are usually not taught to children until they had learnt about common fractions in mathematics. Making connections between the two modalities is assisted by a whole range of illustrative devices, games and playful exercises. Connections between music and physics (such as the harmonic scale, the intervals, tuning and tempering, etc.) are also obvious for the professional, but this is a subject area which pre-supposes a high level of musical education and is only relevant in any detail to students in higher level music studies.

4. Conclusions

"Alongside the traditional means of scientific understanding we also need to apply holistic learning methods designed to receive the totality of various phenomena." [27] Some of the examples explored above were merely meant to offer a kind of outlook to other areas, some in-class and others of other settings. It is clear, however, that the more often we manage to offer students a chance to approach their subjects in complex, interdisciplinary ways, the more open and perceptive they will become and the more they will develop and inner need to connect and combine what they learn and to produce innovative solutions.

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SOME NOTES ON THE ACADEMIC ACHIEVEMENT OF DISADVANTAGED STUDENTS, PRIMARILY FROM ETHNIC MINORITIES BY PRESENTING EXAMPLES TYPICAL OF CENTRAL EUROPEAN COUNTRIES

Abstract: The main focus of this paper is that in countries where the school system is characterized by segregation disadvantaged ethnic minority students perform low in academic achievement. We draw attention to the impact of school choice on this disadvantaged group. We explore whether, or not the organization of education provides an opportunity, and what opportunities it provides for disadvantaged students belonging to ethnic minorities to lay the foundation for their academic success. Furthermore, we address the question of why the Complex Instructional Program (KIP) used in heterogeneous groups of students in terms of knowledge and socialization is suitable for increasing the performance of disadvantaged students belonging to ethnic minorities and helping them succeed in school.

Keywords: disadvantaged situation, ethnic minority, academic performance

1. Characteristics of educating ethnic minority students from disadvantaged background

As a result of the social, economic and political changes that characterize many countries of the world, the structure of society has often been radically transformed, and the increased social inequalities have an impact on both the territory and education. There are countries where the school system serves the basic social structure, accurately reflecting it with its entire apparatus, supplementary system, internal content, pedagogical culture, and financing [1]. We could say that this is natural, but it should be added that it is not necessary in developed societies. The school systems of these countries reflect little or no social inequality. Developed countries have realized that a fundamental distinction must be made between social movements based on the use of skills (production, the entire operation) and the basic social systems for the production of skills, which allows a social policy to operate that is not willing to mechanically accept the same inequalities of opportunity at the school and knowledge production as those created in society [2].

Regarding the types of schools available for students, the countries of the world tend to exhibit high levels of heterogeneity. It is common that new types of schools are created (this phenomenon is primarily characteristic of the former socialist countries of Central Europe, where the number of 6th–8th secondary schools and church schools rose significantly after the end of socialism, i.e. from the 1990s). Although there is a social demand in all countries for education to be diverse in the above sense, the emergence of each new type of school has the opposite effect for

unification as it reinforces inequalities between students. On the one hand, this selective and discriminatory operation of the school system for certain groups of people enables children belonging to the social elite to continue their studies, and on the other hand, it has produced ignorance and exclusion. The result of the process is that all factors of elite education are aimed at increasing performance, whereas the opposite leads to underperformance and restraint of performance and, as a result, to the reduction of potential performance [3]. Getting to school results in a counter-selection, where students from disadvantaged ethnic groups are inevitably at a disadvantage and fall behind academically [4]. In contrast to this, one of the important tasks of the school is to equip students who fall behind, who show poor academic performance, who are disadvantaged, who belong to ethnic minorities for social orientation and integration, and to protect their own interests.

Due to the hierarchical stratification of society, the schools that educate a significant proportion of students belonging to disadvantaged ethnic minorities are not able to give all children the opportunities and chances that are necessary for their optimal development. It is typical that the parents in most of the schools that accept disadvantaged students have low levels of education and low socioeconomic status [5]. It is also characteristic that the services of the institutional system providing primary care (educational and social) are inadequate, and the lack of job opportunities forces the younger and more educated age group to emigrate. The backwardness in health education is also typically significant, which reinforces socio-economic exclusion [6]. Children from disadvantaged social groups belonging to ethnic minorities are mostly concentrated in such schools. According to Kertesi and Kézdi [7], the disadvantages resulting from segregation are in line with a simple model of school choice, which is based on differences in the perceived quality of schools, as well as selection based on skills and family background. The question is whether the educational organization is able to provide opportunities for disadvantaged students to develop and increase their performance.

Education professionals agree that the problem of disadvantaged children in school and compensation for their lagging behind can only be achieved by radically changing and reforming education, so it is necessary to find teaching methods that are suitable for children of all social groups [3]. We know several innovative and effective teaching methods, but it is difficult to help disadvantaged students succeed in school by applying the customary practices that are often used successfully in the education of children belonging to the majority. Perhaps we can say that teachers are still not prepared to provide adequate education for heterogeneous groups of students in terms of knowledge and socialization, to be able to treat students with different social disadvantages in schools in such a way that they have adequate knowledge of the society surrounding the school and economy; and be able to create a connection between school and work in this way. Halász [8] points out that in the education process, in addition to imparting knowledge, it is important to pass those values and behavioral patterns on to students, which include passing on norms and rules and learning to apply them, and which help the individual to participate in social life and economic activity. Today, we no longer expect schools to train workers for stable

jobs, but to graduate individuals who are able to develop and adapt to the needs of a rapidly changing world.

2. Factors influencing the quality of education

According to the McKinsey report [9], the quality of the education system is primarily supported by three factors. The first and most important thing is the talent of the teachers in terms of the combined task of education and training. However, education can only be effective if teachers reflect personality traits such as humanity, tolerance, compassion, altruism, acceptance of otherness, self-respect, self-knowledge, self-control, responsible behaviour and some more. Respect for the human person and children self-love are fundamental pedagogical and psychological factors. On the other hand, teachers should use teaching methods that can capture students' attention and arouse their interest. The constantly changing circumstances determine how teachers can meet the challenges of a changing world. Thirdly, the education system should be able to mitigate inequalities arising from family background.

According to the international survey called PISA (Programme for International Student Assessment), developed countries perform well in the field of education whereas less developed countries lag behind, which can be felt especially in the assessment results of schools (https://www.oecd.org/pisa). As for the latter group, studies that determine students' knowledge and performance often indicate that the problem does not lie with students' quantitative knowledge, but it is the development of versatile skills and the quality of knowledge in which in which lag is experienced. We can conclude from the weaker results that the content, the methods and tools of school education do not correspond to the values and knowledge concept which the school education of countries that are successful in this regard is based on [10].

The problem lies in the uneven distribution of quality, for which we will present the Hungarian example below. In this country, the performance of the elite schools is outstanding, while the schools educating disadvantaged children belonging to ethnic minorities fall far short of the national average. The assessments prove that the social or family background, i.e. the environment from which the child starts (family, local community, settlement, region), accounts for 19.1 percent of school performance in Hungary, while in OECD countries (Economic Cooperation and Development Organization), this value is only 11.9 percent on average (OECD, PISA 2019). Based on the PISA surveys, certain schools show large differences: while in the OECD average it is the school difference that accounts for 36 percent of the difference in the reading performance of individual students, in Hungary, for example it is 71 percent [11]. Overall, therefore, the organization of education and the segregated school system leave their mark on the countries' performance.

In Hungary, Slovakia or Romania, the results of the schools educating mostly disadvantaged students belonging to ethnic minorities (mainly Roma) significantly fall behind the national average, but there is also a difference in student performance according to the type of settlement. In these countries, there are many regions with a high proportion of Roma students belonging to the ethnic minority in schools [12]. In terms of student performance, in the areas of reading comprehension and

mathematics, there is a significant difference between small settlements (less than 3,000 people) and county seats compared to the OECD average [13].

It has social reasons why disadvantaged students lag behind academically. It is the differences between schools and children's family background that are considered to be the biggest drawback, which significantly affects academic performance [14]. The characteristic of the strongly differentiating and selecting/segregating system is that it does not reduce the already existing social disadvantages among children, but rather perpetuates them. Due to this, integration, which means the co-education of children with different educational needs, plays an increasingly important role in the educational process.

Institutional segregation can take on extremely diverse forms in the education system. It is a common phenomenon that segregation can occur between schools in multi-school settlements, when certain institutions become dominated by socio-economically disadvantaged children due to the migration of parents belonging to non-ethnic minorities.

Special schools and special classes, which at the same time represent a form of segregation, often mean in practice that students are expected to meet lower standards, are provided with education of lower-quality and are offered a restricted curriculum. At the same time, the opposite also occurs, exactly because of their belonging to an ethnic minority and their unwanted presence, the proportion of these students is underrepresented in special schools [15].

It can be said about most of the schools educating students from disadvantaged ethnic minorities that their quality and effectiveness are unsatisfactory, declining over time, weak and unfounded. The actors of society and education send continuous signals suggesting that in this system, which supports segregation, student performance is deteriorating and the circle of those showing poor results is getting wider [16]. This fact directs our attention to the education of this group.

According to Fejes [17], the problem is exacerbated by the fact that teachers can typically be less relied on to convey the importance of integration processes to the public.

3. Causes of academic underachievement and inequality

The poor performance and backwardness of educational institutions prompts education professionals to pay attention to the causes [18]. First, we mention the freedom to choose schools in many countries and the resulting inequality [19]. There seems to be a close correlation between school choice, inequality and poor academic performance School choice benefits wealthier parents, who send their children to better quality schools primarily in places where the proportion of disadvantaged children belonging to ethnic minorities is low, negligible even if it means travelling there. However, there is a consensus among professionals that abolishing this freedom of parents to choose schools would be a step backwards. It still hasn't been solved. In Hungary, for example, there is currently no settlement in the northern region with a high share of Roma in the population, where the consequences of naturally occurring ghettoization and segregation are intended to be remedied by the

proportional distribution of disadvantaged, primarily Roma students. Anyway, this is only possible in multi-school settlements, but the region is characterized by a high proportion of single-school settlements.

The other cause that reinforces inequality is mainly financial and system-organizational (educational-administrative). In the public education system, schools are mostly funded by the state, the church, or foundations. In many places, this also requires the financial support of the local government. On the other hand, where the area or region lags in industrial development, it is difficult for the local governments and the maintainers to create the resources necessary to maintain the institutions. This unequal resource does not make it possible to ensure equal opportunities. Furthermore, there are municipalities that do not generate their own income, while schools in wealthy neighbourhoods (larger cities, county seats, churches) receive financial contributions from parents in addition to adequate funding from the local government.

Due to their student composition, schools educating disadvantaged students belonging to ethnic minorities create the situation when teachers leave the school due to the lack of appropriate tools, methods, and motivation [20]. As a result, on the one hand, there may be a shortage of teachers in the given regions, and on the other hand, the proportion of travelling teachers may be high, since the school is not able to "produce" teachers. Therefore, such a resource distribution system may be needed that gives more to areas with a significant proportion of disadvantaged residents and mitigates inequalities.

Thirdly, there is a close correlation between teachers' work and performance. In many countries in the world the teaching profession has a low prestige and teacher salaries are low, due to counter-selection [21]. The reason for this is that in these countries, it is not the most talented students that apply for admission to the teacher training programs, and there are many students who, after graduation, find employment in another field or take up a teaching job only because they cannot find a "better" job for themselves.

Public education is supposed to remedy the deepening problems, weaknesses, and ineffectiveness of education in many countries. In the following, we will deal with the issue of segregation related to school choice and, as a result, the creation of inequalities as well.

4. The academic achievement of disadvantaged ethnic minority children

One of the main dangers is that the parents' education almost automatically manifests itself in schools [2]. The family background can be understood as a multidimensional space of inequality, which is influenced by the parents' social position, the family's cultural status, the use of cultural mediation, the parents' financial situation and the family's place of residence. The poor academic achievement of children from a disadvantaged background − mostly immigrants or those belonging to the gypsy ethnic group – are often due to their disadvantaged socio-economic background, cultural differences, falling behind before entering school, having a disadvantage − and lack of expressive language skills. While children who start from an intellectual home environment get ready for school

without realizing it, the language used in schools is for them, whereas children who do not possess the language used in schools and the codes of the school environment will fall behind, and they are unlikely to feel at home in school. The main danger is that these strata-specific disadvantages can become permanent and entrenched during schooling, those who fall behind in school have no chance of social mobility, whereas the social hierarchy between individuals determines their life path. It is the task of the individual to change the hierarchical order and fight for positions, which is ultimately the key to advancement and mobility [22].

School life, as simplified social life, gradually grows out of home life, therefore the main task of the school is to compensate for the disadvantages arising from students' family background and to use pedagogical tools that are able to equalize opportunities, reduce differences between children and ensure that everyone has the equal opportunities to build their future. Disadvantaged students belonging to ethnic minorities are often referred to as "problem students", mostly due to their poor language skills [23]. The most common reason why these students fail at school is their lagging behind in language, poor vocabulary, which is why they are not accepted by the members of school community, they are excluded, marginalized. For this reason, even today one of the most important goals of the educational inclusion of disadvantaged students is to bring them to an "educatable" state [24].

Social exclusion can be prevented by implementing a comprehensive education and socialization program that focuses on the student and the development of his/her activity system. We believe that their socialization can only be successful if a personalized education and training program is prepared for them based on their living conditions, personality, and their life path so far. The constantly rising proportion of disadvantaged students directs attention to their school education. However, education reform is necessary to deliver results [25]. Teachers must possess a broad repertoire of teaching methods, knowledge of personalized learning tools and educational assessment systems that pay attention to skills and differences. Inclusion is supposed to organize education whose aim, in addition to imparting knowledge, is to reduce socio-cultural backwardness.

5. A good example of successful integration

The Complex Instructional Program (KIP) introduced in schools in Hungary, adapted from Stanford University [26], then further developed and created as an innovation is a method suitable for the education of heterogeneous groups of students in terms of knowledge and socialization. On the one hand, the application of KIP helps disadvantaged students catch up, and on the other hand, during group sessions in heterogeneous classes, via the use of a special (status management) instructional procedure, it gives teachers an opportunity to teach students to cooperate, to develop hidden talents through the use of a curriculum that enhances many different skills. The complexity of the tasks offers all students access to the tasks and enable them to demonstrate their intellectual capacity, which allows even children with different social backgrounds and knowledge to successfully complete the tasks. KIP gives teachers the opportunity to teach students how to cooperate with others in the group

and to learn the defined roles to complete the tasks appropriately. During the lesson, teachers can continuously monitor progress in the group as a whole and individual students' progress. Of the theories that have laid the foundation for KIP, from the point of view of the program, we consider equal access to knowledge, the factors determining the hierarchical position among students and the views on how to cope with students' heterogeneity to be the most important criteria [27].

6. Conclusions

This paper intended to draw attention to the fact that the school system in many countries generates strong segregation processes. In terms of how to solve the school problem of students belonging to disadvantaged ethnic minorities, it is becoming increasingly clear that segregation can only be eliminated through legislative intervention, which, however, has high political risks and costs. At this moment, it could be solved by developing and monitoring a desegregation strategy.

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ORAL DRILLING BE LIKE PRENDERGAST: INTERNET MEMES AS A POSSIBLE TOOL OF LANGUAGE PEDAGOGY BASED ON SECONDARY SCHOOL STUDENTS' PERCEPTION OF LEARNING RUSSIAN GRAMMAR IN SZEGED, HUNGARY

Abstract: *After a roughly 20-year-long relatively dormant period, the Russian language is gaining popularity in Hungary, however, this time it is almost exclusively taught to A1 level secondary school students whose first foreign language experience is in excessive majority linked to English. The idea of this research is rooted in the author's long-running experience according to which the switch from learning a weakly inflected language to learning a strongly flective one may result in increased monitor-effect causing inhibitions, and may also lead to the rise of the affective filter /1/ in the teen-age learners' foreign language performance. In Russian, different nominal and verbal forms do not only carry morphological meaning, but they have semantic functions as well, consequently, maintaining a relatively high level of morphological awareness and grammatical accuracy should be considered a key factor in not committing mistakes that may disrupt communication. The research containing both quantitative (SPSS-analyis) and qualitative elements focuses on two main areas: a) students' goals and motivations for learning English and Russian; as well as their perception of the importance of grammar (morphology and syntax) to their foreign language performance as contrasted in the two languages; b) students' prior familiarity with internet memes, more specifically image macros. The findings of the study support the validity of the author's idea of using image macros not exclusively because of their humourous potential, but also as a visual learning aid and an effective drilling tool of foreign language pedagogy, thus preparing the ground for a revised type of Prendergast series, reloaded by means of this new form of communication of the Compu-Skript /2/ era.*

Keywords: *image macros, teaching Russian grammar, morphological awareness, affective filter, Prendergast series*

1. Presentation of the pedagogical problem; grammar as an old-new enemy

After a roughly 20-year-long relatively dormant period, the Russian language is gaining popularity in Hungary, however, this time it is almost exclusively taught to A1 level secondary school students whose first foreign language experience is in excessive majority linked to English. Learners tend to be accustomed to the fact that their exposure to the foreign language may be practically incessant thanks to the ever-flowing language input from information technology, pop culture, streaming services and the possibilities to use English in everyday situations. Furthermore, English is an analytic language, unlike Russian, in which different nominal and verbal forms do not only carry morphological meaning, but they have semantic functions as well, consequently, maintaining a relatively high level of morphological

awareness and grammatical accuracy should be considered a key factor in not committing mistakes that may disrupt communication. The switch from learning a weakly inflected second language to being engaged in learning a strongly flective third language may result in increased monitor-effect causing inhibitions to learners and may also lead to the rise of the affective filter in the teen-age learners' foreign language performance.

The aim of the present paper is, in the first place, to examine how valid the teacher's everyday teaching experience is as far as students' grammatical knowledge is concerned inasmuch as the above mentioned switch causes students to think of Russian as a more difficult language than English to be acquired, especially from that aspect of grammatical language content, more specifically as far as morphology and syntax are concerned. In order to gain evidence a survey was conducted and statistical data were collected and analyzed quantitatively. The second purpose of the research paper is to propose a didactical solution for better storage and retrieval of morphological forms – on the example of the Accusative case of inanimate nouns.

2. The research

2.1. Participants and methodology

Meme 1
Enjoy grammar

All the participants of the research were aged between 14–20 and they were all students in secondary schools in Szeged, learning both English and Russian according to the National Curriculum. It may be to one's dismay that regardless of Szeged being a regional capital of Southern Hungary, and having a prestigious university centre, in the 170 thousand inhabitant city there are only two schools where Russian is taught as a second foreign language. This relatively low number contributed to the limited number (n = 37 research participants). It must also be mentioned that all the secondary school students – four groups in the two institutions altogether – learning English as L2 and Russian as L3 were invited to participate in the survey and were willing to collaborate. On the one hand, convenience sampling

as they were easily accessible thanks to/owing to the long-running pedagogical and cultural cooperation of the two institutions. On the other hand, however, it also constituted a purposive/purposeful sampling as it was based on the author's professional experience and specific research needs. Another important fact common for all participants is that all of them study Russian in their own schools and had the minimum number of lessons per week (3 lessons a week) as stated in the National Curriculum. The limited number of participants can be accounted for by the specificity and difficulty of the research.

The research methodology was based upon a privately elaborated Google questionnaire. The title (Can Russian grammar be made easier?) symbolizes the possible positive outcome of the research. Qualitative and quantitative (SPSS) analyses were applied and a statistician was consulted.

The survey contains three panels. In Panel A demographic and study-related data are collected: the participants are asked about their residence, age, school, specialty, and L1, Hungarian being the mother tongue of all of them.

Panel B focuses on participants' motivations in choosing English/Russian as L2 and L3 for their studies. It also examines their personal perception of the importance and difficulties of grammatical structures and forms in both languages.

In Panel C participants are introduced to the idea of image macros and to their possible application as pedagogical tools. The aim was to operationalize how familiar participants are with memes; what meme definitions they can provide; and where and how frequently they encounter (= read, create, share) such creations. This is a fundamental part of the research as it views memes as facilitators and catalysts of teaching grammar as linguistic content.

2.2. Research hypotheses

Q1&H1: *How difficult do you find learning GRAMMAR in English/Russian?*
(Figure 1–2)

H1: There is certain difference between the participants' perception of grammar in English and Russian, Russian perceived as more difficult.

In order to test Hypothesis 1, SPSS software programme was applied with two variables on ordinal scales: *"How difficult do you find learning grammar in English?"* and *"How difficult do you find learning grammar in Russian?"*. The higher value shows a harder learning process, the lower value (Mean) shows an easier learning process:

English: 1.59   Russian: 2.97

Normality principle was not fulfilled, so instead of a paired sample t-test Wilcoxon signed-rank test had to applied. Result shows there is significant difference between the two variables ($T = 85,5, Z = –3,8, p < 0,001$). As a result, the following conclusion can be drawn: the students interviewed feel more challenging to learn Russian grammar than English grammar.

Q2&H2: *How important do you think it is/would be to know grammar well so that you can speak English/Russian with less fear?* (Figure 3–4)

H2: Most students do not consider knowing grammar well as important in order to be able to speak English as they regard it in Russian.

In order to test my hypothesis I applied SPSS software programme with two variables on ordinal scales: *"How important do you think it is/ would be to know grammar well so that you can speak English with less fear?"* and *"How important do you think it is/ would be to know grammar well so that you can speak Russian with less fear??"* Mean values: the higher values signal higher importance; the lower value signals a lesser degree of importance of grammar:

English: 2.97   Russian: 3.89

Normality principle was not fulfilled, so instead of a paired sample t-test Wilcoxon signed-rank test was done. Result shows that there is significant difference between the two variables ($T = 48$, $Z = -3.12$, $p = 0.002$).

From these findings it can be deduced that participants do not consider English grammar as essential for speaking as Russian grammar.

2.3. Respondents' prior memetic knowledge

In Panel C the participants' passive memetic knowledge was assessed with the help of eliciting the participants' own definitions for memes, and by testing the respondents' passive recognition of memes *(Figure 5)*.

The participants are asked to define internet memes based on the images and on their previous knowledge.

Table 1

Characteristics of image macros based on students' definitions

Visual element	Textual element	Alteration	Humour	Spread on the Internet	Common background knowledge/ specific knowledge
26	11	15	34 (!)	2	12
70%	29%	40%	91%	5%	32%

The most striking elements in students' definitions were the visual element and humour. Learners also highlighted the characteristic feature of memes prone to alteration (40%) and the importance of the possessing common background and specific knowledge (32%) in order to have the ability to decipher them.

3. A possible solution to the pedagogical problem presented in Panel A: Prendergast reloaded

Thomas Prendergast (1806–1886) was a British government official who lived in India and observed how children acquire their mother tongue. On the basis of his observations he created his well-known mastery series (or evolutions) in his book *The Mastery of Languages or the art of speaking foreign tongues idiomatically – 'Mastery System'* [1]. Bárdos gives a comprehensive evaluation of his linguo-pedagogical activity being a precursor of later innovative teaching methods and theories: structuralist slot and fillers grammars, Chomsky's transformational-generative grammar, behaviourism, West's aspirations to establish some kind of lexical minimum. Prendergast's model sentences focused on practicing grammatical structures and were created by selecting the most frequently used vocabulary elements that were to be repeated and memorized, as long as learners could reach the level of instant recall, thus enhancing better and more fluent spoken production. Unfortunately, the governing factors of his sentences were grammar and lexis, he did not create real context for his sentences [2].

In Lorch's opinion [3], despite the fact that his method is said to rely on memory rather than logic and that there has been limited consideration of it, to us it can be most valuable as a possible glottodidactic tool since, in the first place, it was intended for adults' private study of foreign languages claiming that "the acquisition of grammar was to be an inductive process". [3] and it is based on oral repetition of readily made language chunks. Consequently, in our opinion, it can be applied to teaching level A1-A2 morphological and syntactical content to teen-age and young adult beginners, although at this point two alterations could be suggested. Instead of Prendergast's labyrinths (as he called one of his 20-word-long sentences), short, grammar-focused sentences should be applied and, in addition, in order to create a background context, it is suggested that the sentences should be linked to and presented in the forms of image macros.

4. Image macros: interrelation of the visual and textual elements in an intercultural setting

Dawkins's original term [4] considering memes as units of cultural information has been described, clarified, redefined and narrated from a plethora of viewpoints over the past decades. At this point it is thought to be expedient to have a closer look at image macros as one form of internet memes from the perspective of their adaptability in teaching foreign languages. Kanashina [5] gives one of the most comprehensive descriptions of internet memes, highlighting eleven features, The more renomated an item of information becomes, the more frequently it propagates and the greater effect it is likely to have on its users, even if users are unconscious of being affected. Kraynov and Shalaeva [6] point out that the succinctly expressed verbal part and the minimalistic format of the visual element suit the current inclination of young adults to clip-thinking. Miltner [7] and Milner [8] state that Internet memes are successful as they are capable of having emotional effects on humans; people do not only share

memes because they are doomed to do so by their human nature, but because they are emotionally linked to some aspects of such media objects. Internet does not ensure a stable canal for such sharing activity, thus making any content viral, but it also gives way to hindrance-free spread of alterations. The fact that image macros are inherently funny and humorous, easily reproduceable and inexpensive, makes memes immensely successful and effective; by making use of human creativity one can produce an unlimited number of them. Memes are also representatives of both commonly shared knowledge and a source of commonly shared humour. Zinovyeva [9] states that memes tend to spread within groups of people belonging to one another according to certain well-defined factors; and therefore memes do not only link users together but they also put humans into groups, thus strengthening a sense of community. In Radchenko's view [10] communicative processes on the Internet are globalized; national and ethnic specificities are fading, promoting common background knowledge of referred elements is essential. One must come to the conclusion that in order to access, share and decipher memes one needs specific knowledge and skills, typical of a given community. As Zinovyeva [9] pinpoints, in memes one can witness "the dichotomy of tradition – innovation", similarly to the historical changes that have formulated language pedagogy.

5. Memes be like Prendergast - "Look at the pictures which make the text more colourful!" [11]

5.1. *Teaching Russian grammar – theoretical framework*
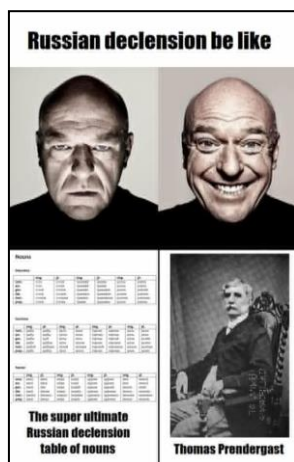
Meme 2
Russian declension be like

Shchukin describes teaching grammatical content as an obligatory, ever present element at each level of the glottodidactic process. At elementary-beginner levels he suggests teaching a grammatical minimum that is necessary for being able to participate in a limited number of situations and topics. According to his fundamental work on SLA, teaching grammatical content has double goals. Firstly, teaching

grammatical knowledge by representing rules, by showing the possibility of its adoptability in speaking, and by providing model sentences. [12] And it is precisely this last aspect that the present paper aims at offering, dressed in memetic camouflage. Secondly, productive and receptive grammar skills (morphologic, syntactic, graphic, spelling) have to be developed so that they are used correctly in a linguistically productive (speaking or writing) situation. While elaborating the following memetic and model sentence series Schukin's foundational stages in the formation of grammar skills were taken into consideration: introduction and explanation, imitation of model sentences, memorization and delayed recreation of the model sentence, generalization by changing individual components of the model sentence, and eventually, the whole process may lead to the formation of speech skills. It should also be noted that the present approach to teaching grammar is what Shcherba [13] defines as active or practical-functional grammar, which is based on the needs of learners to express their thoughts and intentions.

5.2. The authors self-constructed teaching material

Figure 6
Teaching material

5.3. Suggestions for round-up and revision

A wide range of follow-up exercises can be done after each series either in class or given as homework practice in different forms of learning strategies (frontal, cooperative, individual or pair/group work). The exercises can be created either by teachers or learners, moving from memes to textual or from textual to memes; the possibilities of gamification and of creating and sharing printed or digital versions are practically infinite, giving birth to new items of commonly shared knowledge in the end.

Meme 3
Students' round-up memes

5.4. Evaluation

Cardinal characteristic features of grammatical skills that include automatism, grammatical correctness, consciousness and low levels of language anxiety in the learner. [12] Pedagogical expectations of the teacher while proposing the meme series included faster and easier storage and retrieval of morphological and lexical elements, decrease of language anxiety thanks to the informal and humorous environment created by memes, and eventually, making way to a more relaxed and less fearful attitude to grammatical correctness. In order to check whether such prognostic statements were validated or not, students were asked to give feedback on their learning experience by giving one-word answers to questions investigating the above mentioned features. (Due to institutional rearrangements and education management difficulties the teaching material introduced in this paper could only be tested by one group of A1-A2 level students. The memes in the previous round-up section and the word cloud are their creations.)

Figure 7
Students' feedback word cloud

6. Conclusion

One can see from the word cloud feedback given by the students that their top three perceptions of the presented teaching material include 'excellent', 'very good' and 'interesting topic'. Similarly highly ranked are expressions related to humour, better understandability and storage, even though it may be worth noticing that the fear of making mistakes and the need for further practice are also present. Such observations give a precise description of the ambivalence of learning grammatical rules: intense concentration but possible enjoyment and clarity at the same time. As Bárdos formulates, grammar offers rationality and explainability: the students' humorous personal comments sent in the word cloud might suggest their involvement in this seemingly intricate content of the language learning process [14]

In the present paper, three aims were targeted at: testing students' perception of the complexity and importance of learning Russian grammar; introducing a possible model of teaching one section of Russian morphology with the help of image macros; and, finally, asking for feedback about students' language anxiety after accomplishing the meme-assisted model sentence series.

Further tasks of the researcher may include assessing students' storage and retrieval in the long run in two productive skills: writing and speaking.

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Appendix
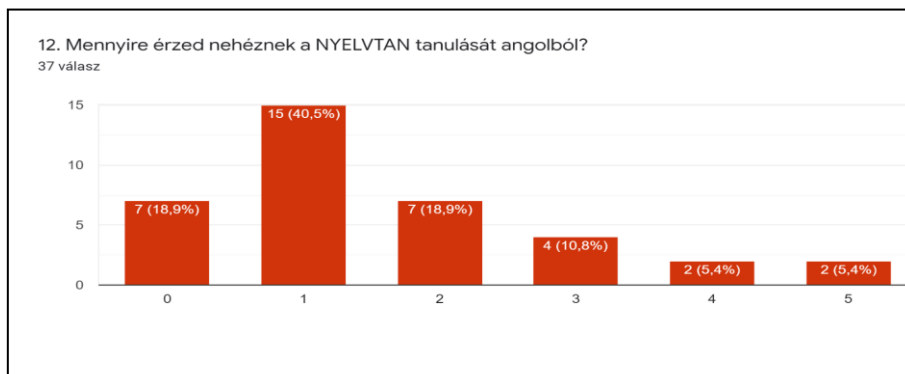
Figure 1
How difficult do you find learning grammar in English?
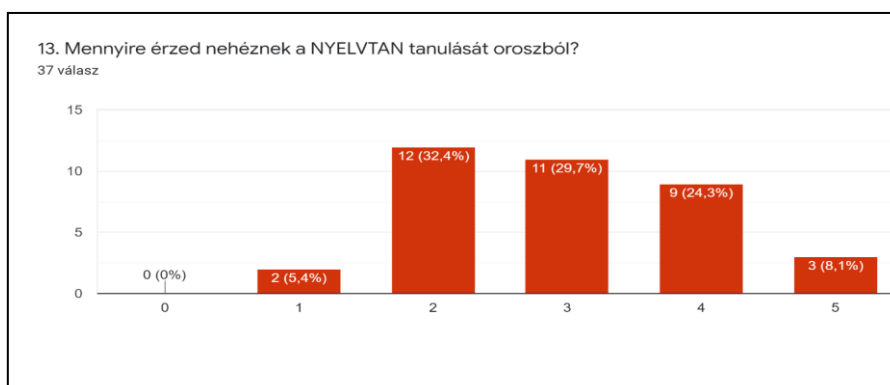
Figure 2
How difficult do you find learning grammar in Russian?

Figure 3
*How important do you think it is/would be to know grammar well so that
you can speak English with less fear?*
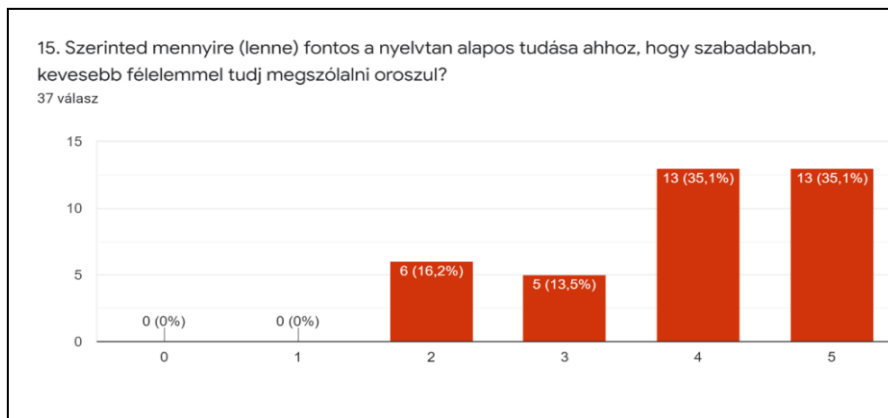
Figure 4
How important do you think it is/would be to know grammar well so that you can speak Russian with less fear?

Which one is a meme and which one is merely a picture?

1. képpár *

○ Opció: 1   ○ Opció: 2
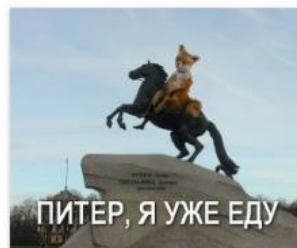
3 pairs of images; score: 97.3%.
(The incorrect answers are ticked by the same one candidate, probably due to possible misinterpretation of the task.)

Figure 5
Meme or picture?

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DEVELOPMENT OF MENTAL HEALTH SERVICES IN HIGHER EDUCATION INSTITUTIONS

Abstract: *This study undertakes a holistic approach to discussing the unfolding of the professional development of mental health services at the University of Nyíregyháza. It intricately connects with various theoretical contexts, invoking fundamental questions of mental health protection, interpretations of resilience, coping, and sustained activity. Alongside the implementation of numerous processes, the Mental Health and Equal Opportunities Center, operating at the University of Nyíregyháza since 2021, also undertook the professional organization of mental health services to support the university community. In this regard, best practices, theoretical and practical approaches, as well as applied mental health protection techniques, effectively support the mental resilience of the university community, creating opportunities for connection in both the internal and external spheres of the higher education institution on a daily basis.*

Keywords: *mental hygiene, mental health, individual consultation, university citizen*

1. Introduction

In writing this study, I aimed to analyze and interpret the complex mission undertaken by the Mental Health and Equal Opportunities Center of the University of Nyíregyháza in providing catalyzing and developmental support for the well-being and mental hygiene of the university community. Following the synthesis of theoretical questions related to the topic, the study delves into the necessity of resilience, coping, and ongoing action in mental development, which can contribute adaptively to the foundations of the well-being of university citizens. In the holistic development of the field, valuable theoretical emphases, practical action processes, and new research directions are of utmost importance. In this context, a comprehensive developmental process began at the University of Nyíregyháza in 2021 through the operation of the Mental Health and Equal Opportunities Center, which, considering its main strategy for the university community, provides holistic mental health support and regards the promotion of caring and opportunity-creating university objectives as a paramount mission of the higher education institution. With this, the center aims to create a well-being experience, a mental and relational atmosphere conducive to social connections that are protected, secure, liberated, and capable of generating interactions filled with mental energy.

2. Theoretical Background

In today's perspective, mental hygiene has largely emancipated itself from its earlier psychiatric (mental health) context. It has become an independent paradigm in the

realm of human assistance professions, serving the protection of mental health as well as promoting health [9].

A fundamental question arises regarding how a mentally healthy individual, as well as a mentally sound society, can be achieved, and what strategies and techniques can be employed. A new paradigm has emerged in the field of mental hygiene; the bio-psycho-social approach considers the mechanisms of biological and psychological functioning of the organism and the surrounding social space as a unity, inseparable structures. In the mental hygiene perspective, the preventive approach has been continuously replaced by a health promotion perspective [6].

The paradigm shift within the sphere of mental hygiene pertains to the transition from the classical medical (psychiatric) domain to the non-medical, positive perspective segment of mental hygiene. In this spirit, we speak of a client, a problem-bearing individual, who is supported by a facilitator, helper, consultant, problem-receiving professional in a subordinate relationship, to achieve their goals. Consultation occurs within a dynamic system, which is educational in nature, based on reciprocity, and mutual learning is an important aim of this interaction. The facilitator seeks to build on existing values for client-focused consultation, in which the client actively participates, thus making the process extramural, non-separative [2].

Caplan laid the theoretical foundations of prevention and the conceptual frameworks of mental health, mental hygiene, with his theory of prevention of mental illness. Primary prevention involves the development of skills for maintaining health. This includes, for example, recognizing, processing, and regulating emotions, as well as developing effective techniques for coping with stress. Secondary prevention focuses on early problem recognition. It involves recognizing and interpreting various signals that can indicate the onset of a serious mental problem or behavior in time. Tertiary prevention comes to the forefront when a mental disorder has already occurred. The primary goal may be preventive intervention to prevent relapse and professional assistance in enabling the individual affected by the problem to function effectively within their social relationships [16].

Approaching mental health and well-being from the perspective of modern mental hygiene paradigms focuses on the interpretation of health. "Mental health encompasses the following:
  – A positive sense of well-being;
  – Belief in our own worth, dignity, and the worth of others;
  – The ability to cope with our thoughts, feelings, life challenges, and risk-taking difficulties;
  – The ability to initiate, develop, and maintain mutually satisfying personal relationships;
  – The soul's self-healing ability after shock or stress." [13]

Various factors have the potential to significantly shape mental health: environmental factors, personality traits, the social environment in both narrow and broader senses, social relationships, and the nature and extent of social support. In social environments that adversely affect mental health (conflict-ridden, violent, punitive, neglectful),

social bonds and interpersonal relationships are damaged, impacting an individual's mental health, stress tolerance, coping abilities, and susceptibility to illness. However, in a healthy social environment that provides security and opportunities for social integration, individuals can exercise control over detrimental factors and develop effective defense and coping mechanisms. [13]

From a mental hygiene perspective, I believe that the fulfillment and realization of various factors enable individuals to feel mentally healthy in their lives. Thus, they become capable of experiencing a state of mental well-being. All of this poses a continuous challenge in the process of becoming university citizens within the microcosm of a higher education institution like the University of Nyíregyháza, where individuals, groups, and communities from various sociocultural backgrounds converge: creating mental stability, achieving adequate self-confidence and self-esteem, and consistently strengthening the psychological immune system amidst various changes—all of these require comprehensive, open-minded perspectives and practical action orientation.

2.1. Resilience, Coping, and Continuous Action

Resilience denotes the presence of a flexible resistance capacity in individuals, enabling them to successfully cope with emerging obstacles and challenges. A resilient person can effectively tackle adversity and, through flexible adaptability, regain a state of well-being as quickly and effectively as possible after difficulties or potential suffering and failures. Individuals with high levels of resilience are notably characterized by their ability to positively adapt despite experiencing distress and even severe traumas [23].

Individuals with higher levels of resilience inherently possess good renewal capabilities, effectively coping with unexpected obstacles, and are more willing to adapt to changed situations in their daily lives, thus implementing new knowledge with favorable efficiency. The realization of the 7 distinct resilience factors occurs along the following lines:

Healthy human relationships;
Sufficient self-discipline;
Effective problem-solving skills;
Utilization of existing competencies;
Adequate awareness and passion for issues;
Realistic optimism;
Reconciliation with the past, emotional stability [8].

Coping [14], as categorized, denotes the process by which individuals respond to various external or internal stressors in terms of emotions, thoughts, and concrete actions or behaviors. Reactive reactions occur when individuals react to existing stressful situations, while proactivity involves preparing for such stressful situations. Relevant characteristics of mature personality [1] are grouped around: expanding the sense of self, intimate relationships with others, emotional security that provides self-

acceptance, realistic perception, unifying life philosophy, objectification of self with proper self-awareness and humor.

In studies of the development of mature personality [24], enduring categories were established, such as spontaneity, effective perception of reality, acceptance, the need for independence, social feeling, ethical strength, etc.

From an individual perspective but also towards the community, continuous action and activity are essential. Through this, so-called learned helplessness can be transformed into truly active behavior, and as a result, individuals, communities, and organizations can actively take responsibility for shaping their situation [18].

In many cases, the cause of unhappiness is the imbalance of physical and mental harmony, essentially stemming from deprivation, where illness manifests as a problem of lack. There's a distinction between acute individual problems and chronic individual issues. While the latter may include hidden sexual tendencies, physical disabilities, personal tragedies, or irreversible consequences of poor choices—sources of unending happiness, acute individual problems are typically transient and affect only the individual. In most cases, mental and physical issues intertwine, with physical problems manifesting in mental blockages, and those afflicted by mental troubles seeking refuge in physical ailments. Many psychosomatic illnesses do not arise in the present but can send messages to bodily functions from the haze of childhood. Shame, sadness, self-loathing, jealousy, envy, anxiety, and distorted perceptions of reality often cast a shadow over young adult life. Acute individual problems can also be understood as specific variations, such as certain addictions triggered by substances like alcohol, drugs, nicotine, smartphones, sex, gambling, relationships, work, or power. Behind each addiction lies the common cause—an individual's inability or reluctance to truly introspect and confront the true reasons for their unhappiness [4].

In my view, the recent and current health, social, environmental, geopolitical, and other challenges (pandemics, increasing anomie, war threats in neighboring countries, energy crises, etc.) have posed significant challenges to the mental health of students in higher education and their families, relatives, and broader social circles. Based on participant observations and personal client experiences, I consider individual mental hygiene consultations to be crucial in the daily operation of the Mental Health and Equal Opportunities Center. Within organizational frameworks, assistance can be effectively provided through mental interactions, increasing students' active need for action, making coping strategies more conscious, and strengthening flexible psychological resilience, both at individual and community levels.

3. The Mental Health and Equal Opportunities Center at Nyíregyháza University

The Mental Health and Equal Opportunities Center at Nyíregyháza University has been operating as an independent organizational unit with a service-oriented approach since 2021. Within the center, two task groups perform daily tasks to support the emerging needs of students and university citizens. The Mental Health Consultation Group primarily provides individual mental health consultation opportunities and offers paired and group services. This task group actively participates in reducing

student attrition through institutional strategies, supporting students' career orientation and career counseling processes, and fostering the necessary skills for these endeavors. The Equal Opportunities Group within the center's structure ensures the inclusion of registered students with disabilities, special needs, and those requiring individual treatment, and provides essential personal assistance and life management support on a daily basis by the center's full-time staff [20]. Since 2022, an innovation in the center has been the operation of a student peer support network under the professional coordination of the center's director, significantly contributing to issues of altruistic mindset, active self-organization, and social solidarity. With an office massage chair equipped with complex massage functions and a separate mother-baby club, the center seeks to contribute to the well-being of its employees and provides essential services for the children of correspondence students. As a result of conscious development efforts, the Mental Health and Equal Opportunities Center was awarded the title of "Family-Friendly Certified Place" in April 2024. For students with physical disabilities, the center provides personal assistance and involves specialized professionals to gradually increase physical activity within small group settings. The center also participates in the implementation of the university's enrollment strategy, organizes socially significant events (such as regular blood donations, volunteering, etc.), and shows significant activity in science popularization programs and professional conferences. Each year, the center organizes independent events, including those commemorating International Day of Happiness and World Mental Health Day.

3.1. Research directions in the present and future

A Mental Health and Equal Opportunities Center is led by adhering to the professional rules of the helper protocol during individual mental health consultations. This applies to the activities of professionals involved in the center's work on a continuous or occasional basis, including psychologists, mental health promoters, coaches, trainers, personal assistants, social workers, and disability advisors. Participant observation is the most commonly used scientific method in daily assistance, which can be interpreted in a human-specific manner within the client-facilitator context.

The basic questions of participant observation include determining the opportunities, purposes, participants, environments, and methods of qualitative research [25].

The formula for mental health illustrates one possible practical interpretation of mental health, which is structured as follows [15] based on its division:

+ high-quality environment + self-esteem + emotional maturity + self-management skills + support

– deteriorated environment – emotional abuse – emotional neglect – distress – exploitation

According to the interpretation framework of the formula, the mental health status of an individual moves in a positive direction if the numerator elements strengthen or increase, while simultaneously weakening or reducing the negative elements in the denominator. This technique is applied in the professional development of the

client-facilitator relationship in almost all client cases during individual mental health consultations. Of course, anonymity is an important consideration here for efficiency and effectiveness. In most cases, the individual application of the formula has a positive impact.

In 2023, Körei László's book titled "Workplace and Organizational Mental Health – Theoretical and Practical Approaches" was published by Kossuth Publishing House, with academic professor György Csepeli serving as a professional reviewer. This standalone book synthesizes the perspectives of science and practical approaches concerning the mental health and resilience of modern individuals. The center applies the practical steps outlined in the book in its professional work, and in 2024, it strengthens its activities with further science popularization efforts and focus group research.

Recently, a health promotion study [3] was conducted at Nyíregyháza University, which highlights the importance of prevention, health preservation, and health promotion among university students through supporting a complex process. Currently, a survey based on the five-item WHO Well-Being Questionnaire is underway among a representative sample of 500 students at Nyíregyháza University, with the results scheduled for publication at the end of 2024.

4. Techniques used to effectively support mental health

Mental health professionals, while adhering to their competency boundaries, can recognize, filter, and approach the development of mental disorders in an autonomous form within the framework of their basic activities. This can promote more effective self-help processes for individuals/clients and communities in workplaces and organizations. Consultation, counseling, and psychoeducational activities are among the most important forms of mental hygiene supportive relationships.

Mental health consultation occurs in the following four fundamental forms within the mental hygiene process:
1. Client-centered case discussion
2. Counselor-centered case discussion
3. Program-centered administrative case discussion
4. Counselor-centered administrative case discussion

Client-centered case discussion is considered one of the most common types in the mental health profession. In this form of consultation, the client is at the center. In workplace or organizational structures, it is common for the specific problem-solving process to involve the collaboration between the professional and the counselor, resulting in assistance being provided to a third party, the client. The professional maintains continuous contact with the counselor, who, based on their consultations, carries out the intervention with the client, thus preserving their competencies within the organization. Counselor-centered case discussion represents the next type of mental health consultation. In this form, it is not the client but rather the counselor's personality and thoughts related to the specific situation that come into focus. In this

case, the counselor first seeks to uncover why difficulties arose for the counselor, and then they strive to create a strategy that enhances their effectiveness.

Several factors, such as lack of adequate knowledge, skills, self-confidence, and objectivity, can lead to difficulties. In the case of program-centered administrative case discussions, the activities of a specific organization or workplace are at the center of counseling. During the process, the counselor deals with the challenges of the organization's functioning. Additionally, they can provide support in the development and implementation of various innovation processes, aiming for the optimal realization of workplace mental hygiene. The goal of counselor-centered administrative case discussions is to improve the efficiency of work in the workplace or organization. Its primary objective is to identify the specific problems characteristic of the workplace and develop a proposal for intervention [7].

One possible practical interpretation of mental health is well illustrated by the formula for mental health, which is as follows (based on the division by MacDonald, O'Hara, 1997[15]):

+ Good quality environment + Self-esteem + Emotional maturity + Ability to cope with oneself + Support

– Dilapidated environment – Emotional abuse – Emotional neglect – Distress – Exploitation

Based on my experiences gained through individual mental hygiene consultations, I can also state that among the goals of mental hygiene consultations is for the professional to support their clients, who have professional and specialized competencies, in such a way that the factors on the numerator side of the mental health formula show as much value as possible compared to the denominator. This clearly increases the feeling of satisfaction regarding life, environment, and workplace-related aspects when the focus of mental health support consultations is on the shared connections between the helper and the client.

In professional counseling, the counselor is equipped with sufficient expertise, a humane approach, and a responsible attitude to assist the client, who presents their questions, potential dilemmas, and issues in the given area in this two-way process. Together, they can work towards a personalized, individual solution, which often pertains to specific decision-making and life situations. In many cases, the professional counselor merely informs and may occasionally orient the client towards other supported services. According to the process-oriented approach, the framework of counseling must be maintained by the professional counselor, thus the counselor's personality plays a crucial role in outlining information, perspectives, examples, and models, which greatly matters if they try to align with the client's thought process. Professional counseling can also compel the client to serious intrapsychic work, as the counselor guides them through the problem-solving and decision-making process, continuously engaging the client in action, encouragement, and reflection.[5]

Counseling can address specific problems along certain approaches and develop steps towards their solutions, support decision-making, address various developmental issues, improve relationships, support personal awareness through development, and reduce internal and external conflicts. The primary aim of counseling may be to

provide the client with the opportunity to work in a way they define to lead a more satisfying life both individually and socially [22].

According to the following breakdown [8], it's worth incorporating some simple yet applicable advice into one's work to ensure that individuals feel better about themselves and their colleagues on their own workplace.

Let's switch perspectives more often if necessary!

In challenging situations, it's often beneficial to approach our own and others' affairs from different viewpoints. This can help us break out of monotony and shed light on the situation from a perspective. Continuous questioning can help with the given problem. For example: Who can I draw inspiration from? How else can I approach solving the situation?

Let's categorize our cognitive loads!

We need to provide a framework for what we're currently dealing with, so it's necessary to organize the information in order to maintain cognitive alertness and avoid being unnecessarily overwhelmed.

Let's take shorter but active breaks from time to time!

It's worth incorporating short, active movements or simple stretches, even in the office, into our organizational processes at least every 90 minutes. This can have a beneficial effect on our mental well-being through physical changes, thus making our organizational mental hygiene state more optimal.

Practice mindfulness!

It's advisable to integrate some short relaxation exercises between work and private segments. For example, stand up from the computer, walk to the window, and contemplate the present feelings within us. How can all of these contribute to our development both in our personal lives and at work?

Sensitize yourself!

Stepping out of the comfort zone can lead to the growth zone. It's good to start with small things that don't block us but can lead to new situations and open up new perspectives.

The functioning in a helping relationship inherently involves asking the following questions from the helper's perspective:

- Can I exist in a way that the other person feels they can trust me?
- Am I capable of clearly and unambiguously communicating to my fellow human being who I really am and what I am like?
- Can I allow myself to feel positively towards the other person?
- Is my personality strong enough to be able to separate myself from another person?
- Do I feel secure enough for the autonomy of the other person not to affect me?
- Can I allow myself to fully identify with the interpretations and feelings of the other person?
- Can I be accepting of every aspect that the other person shows me?
- Am I capable of acting with the appropriate sensitivity in the helping relationship so that my behavior is not perceived as a threat by the other person?
- Can I free the client from the danger of external evaluation?

- Am I capable of accepting that the personality of the other person continues to evolve in the present, or do I in some way bind them to the past? [17]

In a person-centered approach, it is essential to have a flexible framework in which we view the individual. The realities of self-image, self-concept, and perception by others, along with the practice of congruence, open, and empathetic communication techniques, are key areas for the effectiveness of this approach. The holistic interpretation of health, along with the individual experience of life quality related to it, act as catalysts for the person-centered approach [19].

5. Conclusion, Recommendations

In individual and community interactions, as well as within organizational frameworks, I consider it a significant step and important recognition in the 21st century that the possibility of mental support and assistance with the involvement of professionals becomes available. My mental hygiene support activities over the past years, along with the preventive approach to mental health, have reinforced all my assumptions that, for example, just like mandatory fire and accident prevention training, it is worthwhile to develop skills related to mental health protection at both individual and workplace, as well as organizational levels. Based on my diverse experiences with clients and mental health consultations, I argue that the foundation of mental health is organically linked to the family, its intimacy, microculture, and specific sociocultural milieu. Many results and problems stem from here, and crucial decisions are made here. Naturally, supportive systems also have significant effects, which can adapt to the processes of social and workplace socialization [12].

In my view, it is crucial for all institutions of higher education in Hungary – regardless of their sponsors – to confront the situation that achieving organizational well-being, as well as the mental hygiene balance of individuals and communities, is quite challenging without improving the mental health of students and staff. To promote this, I see it justified to establish practical implementations of the service-oriented mental hygiene approach in all higher education institutions and to involve professionals and local working groups to support the work of academic areas in achieving organizational well-being with the widest possible coverage. The existence of university student self-organizations and support groups is also extremely important in the field of mental health support – of course, within the appropriate professional frameworks and protocols.

6. Conclusions

The Mental Health and Equal Opportunities Center of the University of Nyíregyháza has, during its three-year existence, carried out numerous innovative initiatives, individual developments, and community-building activities to support the conscious well-being of the university community. Both the theoretical foundation and the scientific-professional background, as well as the practice-oriented activities, serve individuals in a holistic approach within the university environment. Therefore, the

University of Nyíregyháza's caring and opportunity-creating strategy is complemented by an organic, mental support-providing organizational unit, a comprehensive service center, which provides mental connection, action-oriented assistance, and proactive approaches for both current and future university members to achieve high efficiency in individual and community well-being. Based on my experience, I assert that the professional development of mental health services in higher education can only be achieved through interdisciplinary collaboration, where internal and external experts, volunteers, and student peer supporters can effectively collaborate to pursue common goals: creating well-being, balance, and a resilient environment to ensure that, alongside competitiveness indicators and innovation potential, the most important human factors also develop within organizations in a state of well-being.

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COMMUNITY VALUES AMONG STUDENTS IN HIGHER EDUCATION

Abstract: At the beginning of the 21st century it can easily be perceived that social changes and the change of generations have accelerated. More and more theories and ideas are trying to explain social changes. An important element of the description of different imaginary or real eras is that the role young people fulfil in society is under transformation, we can witness a "change in youth era" [7], in the social structure the youth form an independent group, the basis of which is cultural separation. [10] In this change of era, time spend in school/higher education becomes more valuable [3]. An important issue of social integration is how the rising generations relate to the macro-social structure, how they connect their communities. Examining the future generation of intellectuals is of particular importance, also from the point of view that in their case the borderline between offline and online communities is not so sharp anymore. Compared to the results of 2016 research on the overall Hungarian youth, it can be concluded that students in higher education are more committed to community values, and this is supported by their choice of values regarding human relationships. Our preliminary results show that students feel the safest in their own micro-community, on the five-point scale the highest average of 4.38 was achieved in the category named "at home". It can easily be explained that as we move further away from this micro-community, the sense of security of the respondent decreases. Nevertheless, the order does not differ from the order of the overall sample. [6] and [2] In our current study we attempted to compare the student groups determined on the basis of offline behaviour with the user pattern of social networking sites. Our sample was provided by the full time students of the 2020 youth survey (with the permisson of Társadalomkutató Kft.), N = 966 people.

Keywords: youth research, value assessment, social network

1. Introduction

Our short paper describes the lates stage of a smaller research, which is part of a larger enterprise. Our aim is to map the value choices of students in higher education, and the attitudes related to these value choices. In the longer term we would examine how these values also manifest in ordinary actions besides the attitude choices revealed. Therefore, our aim is not only to examine choices related to attitudes, but also to see how these attitudes realized in everyday actions. The goal is to get a more accurate picture of the values of students studying in higher education. Our research examines how the user habits of social media reflect our previous finding, that students in higher education prefer community values over other values, for example over traditional values. Data was obtained from the Hungarian Youth Research 2020 large scale survey. Full time students represent the sub-sample of the study (N = 966), since university lifestyle and culture are mainly typical of full-time students.

The basis of the concept of our research is the analysis of value systems, as according to literature, examining individual values separately is difficult or impossible, it is more appropriate to examine the entire spectrum of value systems. As Ágnes Kapitány and Gábor Kapitány put it, values constitute systems, and the opinion or attitude of an individual or group in relation to a given value is not independent of the opinions formed about other values. Values are manifested in all levels in the actions, activities, choices, and relations of the individual or the group. [5] We also base it on literature sources that we explain values not only with the help of attitudinal variables but with other variables, since the attitudinal choice of individual values or the evaluation of relationship to them only shows a superficial picture. Values, identity, and the meaning are mutable and contextual. [4]

Even though the important part of our research is to understand the results of value choices, our experience shows that the realization of these results is not always clear in terms of actual actions. One possible reason for this might be that full time higher education students sometimes enjoy more freedom due to their special position, for example in their leisure activities and lifestyle. However, in other cases they might have limited options, especially from financial point of view. They are not always able to realize their relationship to values in practise.

2. The history of the investigation

During the mapping of the students' value structure, previously we had created those main factors into which the values offered to the students are organized. [8] In the table below we present the individual factors and their corresponding values, as this model had the greatest explanatory power during our previous investigations.

Table 1
The individual factors (the explanatory power of the model is 52%)

Individualistic	Human relationships	Tradition	Material – power
Diverse life	The safety of the family	Preserving honorable customs	Power, control over others
Interesting life, experiences	Love/happiness	Protection and retention of the country, the nation	Material wealth, money
Originality, fantasy	Real friendship	Religious belief	Politics, public life
Freedom		Peaceful world	
Literacy		Social order, stability	
Inner harmony			

We found that values of human relationships are extremely important for the students, and it is followed by the value of self-realization and individualism. These two factors are closely related, they show a strong correlation with each other (r = 0,460 sig = 0,000). The values representing traditionality still relate to the first two group of values significantly, but to a lesser extent (r = 0,351 sig = 0,000) and (r = 0,325 sig = 0,000). In contrast to these value groups, material and power related values take the last position in the order of importance, and they do not have relationship with the factors mentioned above.

Despite this, we consider it to be a priority to examine the elements related to power relations and public issues of power more thoroughly, as these factors probably explain why this sharp separation from other value groups can be detected. The importance of human relationships is one of the endpoints of the scale, so it is understandable that besides personal human relationships we also examine the use of social media in detail, as one of the manifestations of human relationship values.

We classified the students into groups based on each value group, so three different student groups were distinguished based on their relationship to the values. (see: [8]) A significant number of students are "relationship oriented", while others scored higher values along the material power factor, we named them „material". In the "ideal-typical" group none of the attitudes related to any value groups showed a significant jump compared to, for instance, their relationship-oriented peers, who achieved higher scores in the group of values related to human relationships.

3. User patterns of social networking sites

One of the most important questions is how extended the network of connections is which students operate on the interfaces on social network sites.
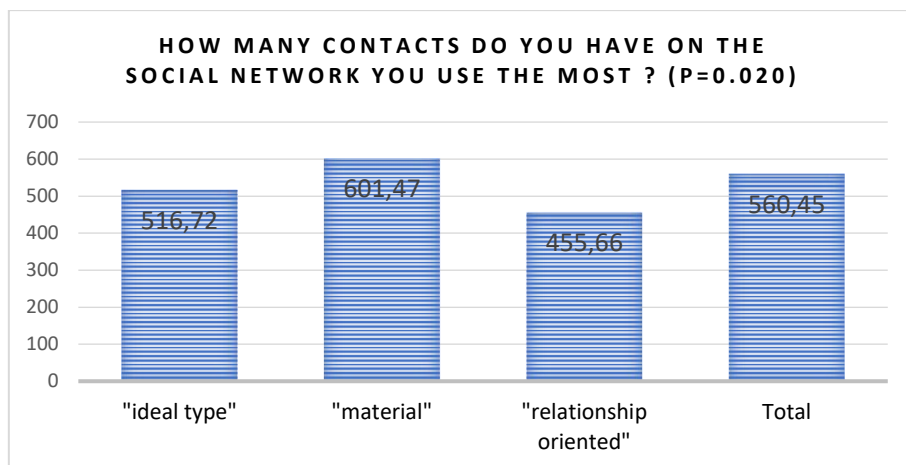
Figure 1
The average number of contacts maintained
in social network sites in each student group

We can observe an average of 560 connections in the entire sample. Surprisingly, relationship-oriented students maintain an average of 455 connections on social network sites, which is less than the average result. The "material" students have the most connections, with an average of 601 links. Among the "ideal type" students the average number of contacts is 516. This raises the question if the social networking sites really serve to nurture human relationships, or whether their other functions come into view. One possible approach can be if we examine the function of social networking sites, we can see that among the functions the organizations of community events is only in the fourth place. Students mainly use these sites for entertainment, then it is followed by the function of general orientation and reading local news.

How often do you use social network sites? (N = 966)

Category	Average
For charity	6,4
Searching for job	6,26
Business (maintaining work related connection)	5,87
Shopping	5,87
Dating	5,83
Asking for help or advice	5,5
Political, public news	5,41
Organizing community events	4,8
Reading local news	4,32
For information in general	3,63
Entertainment	3,62

Averages in a 7 scale
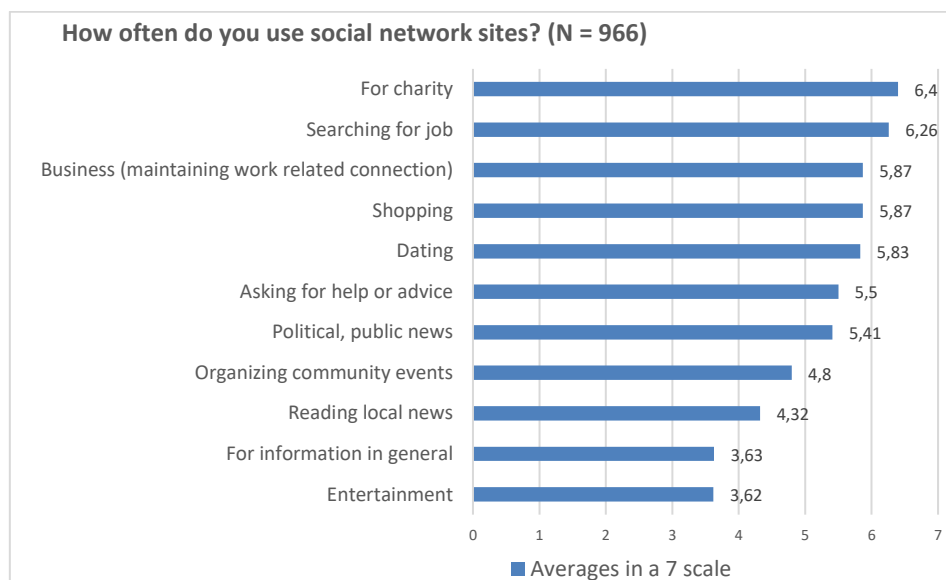
Figure 2
The user habits of social network sites

It can be considered natural that students use these platforms less for looking for work or maintaining business relationships. However, organizing community programmes takes only the fourth place. Dating, as an important thing in building relationships can be found in the second half of the sequence, in the seventh place. So considering the function of social networking sites, they are not typically used by full time students for maintaining any type of relationship. To have a better understanding of the phenomenon of social belonging, we examined how time spent with family and friends is related to the frequency of services offered by social networks. It turned out that the more time students spend with their friends and family, the more often they use these platforms for entertainment and charity donations, although the latter is at the bottom of the list, as it can be seen. We observed significant differences in the field of dating and organizing community events. [Dating (sig = 0,013) Organizing community

programmes (sig = 0,004)]. An interesting observation is that the more time they spend with family and friends, the less frequent they gather political and public information, as well as job search or request for support and advice. That is to say, the opportunities provided by social network sites for nurturing communities are not connected to the operation of personal relationships, they do not go hand in hand with it.

4. Community and sense of security

Some of the questions in the research were aimed to assess how safe the respondents feel in different social contexts and communities. From this question we also try to conclude what the extent of the environment and community is in which students feel at home and safe. The answers were recorded on a scale of one to five, where one means "not at all" and five means "completely" safe. Not surprisingly, students feel the safest in their own micro-community, so the category "at home" received the highest average, with a value of 4.38. The "direct environment" and "own settlement" categories reached an almost equal average (4.2), in both categories the most common answer (modus) on a five-point scale was five. As we move away from the micro-community, the sense of security decreases. The national average of the sense of security was only 4.1, the most common answer was four. The neighbouring countries (3.97) were followed by the member states of the European Union, and then the countries outside the EU follow with an average of 3.68. Although the feeling of Internet security cannot be linked to a geographical location, yet with an average of 3.78 it was ranked in the last but one place. Among the answers the largest difference of opinion was around the feeling of safety on the Internet, while the answers regarding to the feeling of safety countrywide were the most consistent, where we could see the smallest deviation. The results of the research are in line with other data on complete youth. [6] and [2]

The next larger group of questions assessed the fear of different social, economic and environmental effects, these factors also have a significant impact on the attitudes related to different communities, reflecting the attitude towards them. The answer options were on a scale of one to five, as well. Students in higher education are most afraid of a pandemic, they achieved and average of 3.61 on the five-point scale. This is not surprising, since the fear of a pandemic can be explained by the Covid-19 epidemic at the time of the query. However, it is thought- provoking that the fear of climate change is listed in second place, only with one hundredth point behind. A global economic crisis and the fact that „politicians are governing the country badly" also cause almost the same feeling of fear, with a difference by a hair's breadth (3.47 and 3,46). This is very worrying from the point of view that the Covid-19 epidemic obviously generated serious economic effects, which foreshadowed the economic crisis, as a consequence of the epidemic. So, if the feeling of fear caused by a crisis motif with daily topicality is so closed to whether the country's leaders are governing the country properly, then this shows a very strong feeling of fear and concern. Migration to Europe follows these factors (with an average of 3.1), followed by the next world war (2.84), but the modal value of this variable is only 3. The list is closed by artificial intelligence (2.72) and probably related to this, that robots will take away

people's jobs (2.67). Our results already support the already known phenomenon that, based on the 2021 Central European Youth Survey [1], it seems that the central elements of young people's fears are grouped around post-material topics, such as the climate crisis and the issue of social justice or the extent of corruption. [10]

The question about options for relieving fears was formulated in this way: "How much do these factors help you to ease the worries about the future?" Response options were still available on a scale of one to five. The results show that the lead is taken by emotional support, such as a loving partner or a good family atmosphere, followed by financial situation and saving income with an almost equally high average (4.12 and 4.1 averages). The modal value of both factors is five, on a scale of five. In the case of "higher education", which is the next in ranking, most respondents marked category four. The fourth most important factor which can relieve anxiety is balanced political leadership (3.81). Owning an own business (3.39) takes the last position. Overall, it can be said that young people in higher education could ease their worries about the future with secure emotional and financial support and by developing their own cultural capital. In addition to these factors, orderly power relations and balanced political leadership would significantly increase their sense of security. Knowing these results, it can be stated that a stable, supportive micro-community is of outstanding importance for students, not only in creating a sense of security, but also as a factor in reducing anxiety.

Trust in different people was surveyed in a separate question. It was also measured in a four-point scale. Regarding the issue of security, we also observed that the level of trust in the narrower social environment and in the micro-community is much higher than the level of trust in social institutions.

How much do you trust…?
Averages in a 4 scale. (N = 966)

in those poepl you meet 1st time	in people, in general	in people, in general	in acquaintances	in your family
2,6	2,76	2,97	3,1	3,6
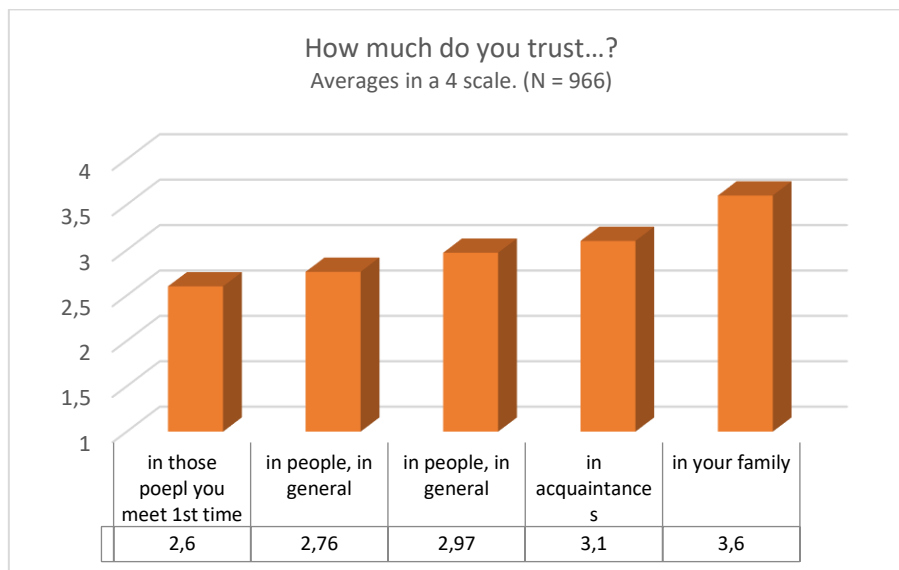
Figure 3
The level of trust in different people

Naturally, students trust their families the most (3.6), where the category "completely" is the most common value. Expanding the circle of trust, acquaintances follow (3.1), then colleagues and schoolmates (2.98), where the category "rather yes" dominates. Then come neighbours (2.97), and „people in general" (2.76), and finally those whom the listeners meet for the first time (2.6). These results are not surprising, since as we expand the community, social distance increases and the level of trust decreases in parallel. However, it is thought-provoking that 8.8% of students in higher education "not at all" or "rather not" trust their families, and 14% do not trust their acquaintances. As with the level of trust in institutions, very close relationships and correlations can be observed here, as well, (KMO = 0.803), so these elements are not independent of each other either, and we can measure a kind of "general trust capital". [2]

5. Conclusions

Nurturing community relations, namely strengthening and maintaining relations with individuals is among the particularly important values for full time students in higher education. In addition, they put a great emphasis on seeking and living their own experiences, which gives them an opportunity to explore new things, gain new experience and work on their personal development. Self- realization also plays a prominent role in their lives, which includes the realization of their individual aims and desires, as well as the development of their personal potential.

The assumption, that the central element of the students' value system is organized around values that can be relate to human relationships, needs further clarification. It is implicit that individuals turn to each other with trust and a sense of security in their micro-community, however, as they move away from this community, the intensity of these feelings and attitudes decrease. The narrowing trust in communities and the different ways of using social networking sites allow us to conclude that social networking sites are not necessarily the means of social integration, but rather the platform for spending free time and getting information. In the future the contradiction might be resolved by the functional examination of online "communities", and by mapping the user motivations of the social networking sites.

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DIMENSIONS OF DIGITAL CULTURE IN THE FUTURE-ORIENTED TRAINING PROCESS – OUR RESPONSIBILITY IS HUGE, THE EDUCATION OF THE FUTURE NEEDS TO START TODAY!

Abstract: Digitization, as the main megatrend in Industry 4.0, has a direct or indirect impact on all sectors and areas of education, and we are witnessing a radical transformation in our lives. Digitization is nothing more than an online, virtual presence infiltrating all walks of life, the uninterrupted exchange of data and information between smart devices and people. In the context of digitalization, the concepts of competitiveness, attractiveness and innovation are gaining in value on the one hand and may also gain new meaning in the future-oriented training process.

Keywords: dimensions of digital culture, digitalization, digitalization technology, responsible innovation, future-oriented thinking, innovation intelligence

1. Introduction

Our thoughts are present but forward-looking, adapted to social and individual needs and demands. The term Industry 4.0 has become the most popular technology buzzword in recent years – and the next few years, according to trends - due to the ever-increasing attention. Digitalisation is undoubtedly one of the most dominant megatrends of our time, and innovation is very important for the development of society and the economy.

While the late 1980s were all about telecommunications, the 1990s about multimedia and the internet, and the mid-2000s about the world-shaping impact of social media, today everyone is trying to assess how the phenomenon known as the fourth industrial revolution is transforming our times and to the future it is leading us. In this context, it will bring a greater and more widespread change than the previous processes.Among the above impacts, in our study we will examine five perspectives as challenges: the impact of digitalisation on social and educational processes and what kind of innovation skills (responsible innovation) we need to have to gain a competitive advantage in digital transformation in terms of competitiveness and attractiveness, andin the future-conscious training process when examining megatrends [4].

2. Digital culture

Digital culture is a concept that describes how digital technology (ICT), AI and IoT shape the way we interact as humans (communication – technical communication – design communication) [1]. This is the way we behave, think, and communicate in society.

In today's leading global megatrend of digital transition, one of the most important goals in the development of innovative pedagogies is the development of algorithmic, critical, and creative thinking (necessary and sufficient condition: the development of **digital competence** in accordance with the dimensions of responsible innovation).

We already know our own material world, but the new, parallel world, in which the **7 dimensions of digital culture** play a prominent role, has barely been explored, its potential is still extremely underutilized.

The seven dimensions of digital culture:

Viability	Knowledge
Confidence	Agility
Openness	Accountabilit
Interdependence	

Future-ready thinking in the digital age also has an impact on institutional community-building approaches and goals.

The digital culture in digitalization technology-related decision-making, the quality of decisions in the design process is fundamentally determined by the efficiency and quality of the adapted design process. Digitalization and the **7 dimensions of digital culture are the engine of the future**, and all actors in all sectors must be prepared to meet the challenges associated with them. The key to this is continuous success-oriented innovation, and the added value factor is **innovation intelligence**.

3. Digitalization

Futurologist Gerd Leonhard (2016) sees digitalisation as the starting point of a technological trend (megashift). By following the trends, we can see that digitalisation is not only reforming industries, but also social aspects alongside the economic environment. "Digitalisation is a self-catalysing process." It states that "one of the main characteristics of digitalisation is that the rate of change has shifted from linear to exponential, and because of this rapid pace of change, the true speed, direction and impact of digitalisation is subject to a high level of uncertainty, making it difficult to estimate the long-term effects of digitalisation at this stage." [9] We can say that digitalisation is not the future, but the present.

15-20 years ago, the ICT (information and communication technology) industry was still leading the efficiency innovation, but by the early 2000s, ICT was no longer a competitive advantage but an infrastructure, and innovation had to be sought elsewhere [2].

A little over ten years later, the trend has reversed and it is no longer a question: digitalisation is the new way to create value (see *Figure 1*). It is legitimate to ask how these radical changes brought about by digitalisation will affect education and lifelong learning.

For centuries, education-training-learning have played a key role in the development of humanity and have operated within a relatively stable framework over

time. This stable framework is called educational institutions. One thing cannot be overlooked about sectoral development: vocational training must also catch up with industrial development! Today, this social demand is beginning to materialise!

Digitalisation
Mobilization
Visualisation
Directness

Transzformation
Machine Learning (AI)
Virtualisation
Prediction

Automation
Robotisation
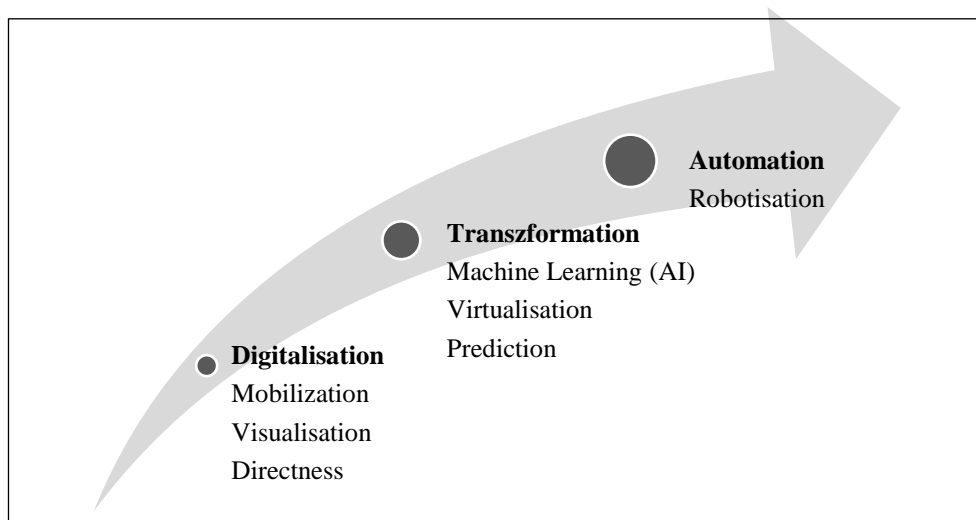
Figure 1
Digitalisation is the starting point of a technological trend,
the megatrend of Industry 4.0

4. Responsible innovation

Digitalisation is the engine of the future, and all actors in all sectors must be prepared for the challenges it will dictate, and continuous innovation is the key.

By definition, innovation refers to a process that is born out of a creative idea and turns that idea into reality. But in practice, an idea is not enough, nor is an action plan. In short, digitalisation means mapping the physical world into a virtual space, making room for the methods we are used to in the IoT world.

While in previous industrial revolutions innovations had a direct impact on the industries themselves and only directly on people, this relation changes in the fourth industrial revolution: the present revolution is already directly affecting industries and people, with the direct consequence that its impact is in fact spreading directly to all aspects of life. The future: the innovative intelligence!

So far, the research strongly suggests that there is predictable innovation success – and, of course, its opposite as well, the equally predictable innovation failure.

The upward march of responsible research and innovation (RRI) can be observed as a new megatrend worldwide. The resources invested in RDI activities are huge, not only by leading technology companies, but also on the government side.

However, in many cases, these developments do not take into account from the outset the potentially harmful long-term effects of a product or service on society or

the economy. Responsible innovation seeks to address (or minimise) this critical risk factor through technology, while keeping the ideal of sustainability in mind. This is why responsible innovation has a prominent role in the training process.

RRI is a "transparent and interactive process in which societal actors and innovators take mutual responsibility for the ethical acceptability, sustainability and social desirability of the innovation process and its outcomes (in order to integrate scientific and technological progress into society)" [7].

When considering whether a research, development, innovation, training (and its process) is responsible, the four dimensions of responsible innovation are a very good starting point. Therefore, the challenges of RRI call for an important role for collaboration between innovation actors.

Responsible innovation should not only answer questions related to output results, but should also take into account the research and training process and its objectives [8].

What is already clear is that the technological advances will be disruptive to innovation. We are already familiar with our own material world, but the new world we are living in, the digital world, has barely been explored and its potential is still extremely under-exploited.

VISION	REFLEXIVITY	INVOLVEMENT	REACT
Reducing social risks	Feedback on goals, motivations	Hearing of individuals directly involved	Be able to react
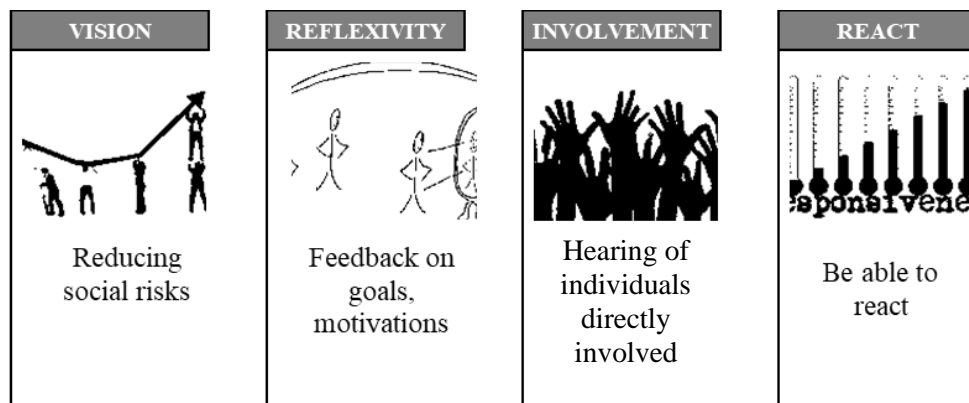
Figure 2
Dimensions of Responsible Innovation (RRI) [5]

5. Future-conscious thinking

Digitalisation is not an aim, it is a tool, but until this idea permeates the management mentality, companies and institutions will not be able to reap the benefits of training processes (see *Figure 2*). And managers should be aware that change cannot be achieved by dictates (awareness development, future awareness). Communication, which plays an important role in digital technology, can be implemented in the training process in the following context and process.

Digitalisation. Innovation - Technical communication – Design communication (Future awerness)

When grouping communications, take the transmission medium as the organizing principle. Therefore, we can talk about social, biological and technical communication. For us, in a world of digitalisation and innovation, technical communication is the important factor.

Another key parameter of digital technologies is the role of development in the training process. The dominant type of communication of this parameter is design communication.

By design communication we mean "communication integrated in development (progress)" [1]. Not an ex-post communication, but the primary goal of strategic development (progress) and action planning! In the training process, we often use the terminology of problem solving and task solving. In the age of digitalisation, a clear distinction must be made between the two concepts.

In our interpretation, it is understood as problem solving that can be algorithmed, i.e. digitised. Accordingly, it has a role in digitisation technology as a value-creating process. By algorithm we mean, by definition, a mathematical model of any prescribed procedure.

The quality of problem solving is reflected in algorithmic, critical and systemic thinking and creativity. Thus, in today's dominant global megatrend, during the innovative pedagogical development in the digital transition, one of the most important goals is the development of algorithmic thinking (necessary and sufficient condition: the development of digital competence in accordance with the dimensions of responsible innovation). A teacher who does not possess the above mindset and outlook today is preserving outdated knowledge!

In details: today's teachers must have up-to-date professional knowledge, extensive experience, professional, intellectual, social, methodological, digital competences and an appropriate sense of responsibility (responsible innovation) and future-conscious thinking to be innovative educators who can effectively navigate the world of digitalisation, in line with the philosophy of Industry 4.0.

S.	M.	A.	R.	P.
p	e	m	e	l
e	a	b	a	a
c	s	í	l	n
i	u	t	i	n
f	r	i	s	e
i	a	o	t	d
c	b	u	i	
	l	s	c	
	e			

Figure. 3
The vision of future awerness

This is the approach and mindset that clearly distinguishes between problem solving and task solving in the sense of the above philosophy (see *Figure 3*). Algorithmic thinking and approach is the driving force of pedagogical activity, in line with the fact that the 21st century is the century of competence, of possessing competent knowledge.

Forward thinking also has an impact on the institutional community-building approach and the system of objectives. Shared perspectives are already a useful basis for management objectives and overall pedagogical strategy thinking, for external and internal communication, for design communication and for building the benefits for teachers and trainers (commitment, responsibility, performance focus, vision), and for the points of an operationalised institutional culture (economy, efficiency, competitiveness, attractiveness, learner focus, trust). We have a huge responsibility to educate the future today!

Data plays a very important role in future-conscious thinking. Data is the most valuable "article" in the world today. Data-driven thinking helps future-oriented thinking in that the manager, putting aside managerial pride, takes into account not only instinctive but other external factors as well – such as behavioural and micro-segmentation data – and makes a decision that is more likely to be better than before.

There is a huge amount of data (Big Data) being generated at any given moment, and finding the right quality and critical data is a much bigger challenge (algorithmic thinking). In the training process, letting go of the intuitive decision-making and putting the process on data-driven foundations is more likely to lead to better decisions.

How to extract the right data from this huge amount of data and make the right decisions based on it is a bigger challenge and a success criterion for digitalisation. But this brings us to the biggest drivers of digitisation: the human factor and institutional culture. The bottom line is that without human added value, digitisation cannot happen!

6. Competitiveness and attractiveness

Competitiveness is a concept that has been in use for a long time, but its emergence and clarification can be observed since the beginning of the strengthening of global competition [3]. Competition in economic life can apply at different levels:
> certain products and services;
> certain companies.

It is expected that reactive behaviour will not be enough, a proactive, strategic mindset will be needed to remain competitive. The human factor is the most important element in the relation between competitiveness and attractiveness. This should never be overlooked! In training, competitiveness is essentially synonymous with quality, quality management. It is also very important to note that innovation and training are key to competitiveness. The concept of competitiveness generally combines two approaches. On the one hand, competitive performance and, on the

other hand, the ability to compete successfully in the future. In essence: the ability to develop and evolve together in global competition!

In economic terms, attractiveness is interpreted as follows: territorial attractiveness generally refers to the ability to attract and retain national and foreign companies. The main indicators of attractiveness in the training process are: institutional environment, infrastructure, cultural life, knowledge based society, environmental factors, RDI activities, health, education/training.

In the age of digitalisation, one of the most decisive factors of attractiveness is the ability to communicate in technical and design terms, where institutions that communicate through multiple channels and in a complex way can succeed.

7. Today's megatrends in higher education and vocational training

The challenge of the 21st century is to embed and support the need for lifelong learning in the social consciousness. The first megatrend is demographic and labour market change. Generation Z is emerging in higher education and vocational training. For them, education is not competitive if it is static.

It is competitive if it is a dialogue between teachers and students, focused on the exchange of ideas and not necessarily confined to the classroom. They must be trained to think critically, proactively and responsibly. We are talking about a generation who are 'digital natives' and will be confronted with unprecedented levels of disruptive innovation in their lifetime. They need a new approach to education and a new way of training to cope with the changing labour market. Digitalisation is not optional, they have an exclusive role to play: it is up to them to be winners or losers?

The second megatrend stems from changes in the functions of universities and vocational training. The change and expansion of university functions is a constant process from the beginning. In the beginning, the university performed only the function of education, creating professionals for society. The first transition took place when research became a core activity in universities, alongside teaching. From then on, universities trained not only specialists but also scientists, the thinkers of the future. The second transition took place in parallel with the emergence of the managerial approach at university level. In addition to the two main functions discussed earlier, a third mission emerged as the main platform for further resource acquisition, knowledge transfer and networking. Today, universities are entering the digital arena, creating new opportunities for education, research and third mission [6]. The most important aspects of VET 4.0 in VET today are: an efficient training system, the development of a dual model, attractive vocational training, task-oriented adult learning (where measurability and observability are necessary and sufficient conditions for objectivity) and competitive training institutions operating within a professional organisational framework.

The third megatrend is digitalisation. This is a process of transformation at global level. Digital technologies are reaching into areas where they were not previously possible or even present. Digital training is not the same as a training process using digital tools. Digital training is training for digital life. Digital training is not a linear

continuation of the traditional training process, it does not build on it, but replaces and substitutes certain crucial but obsolete elements of it.
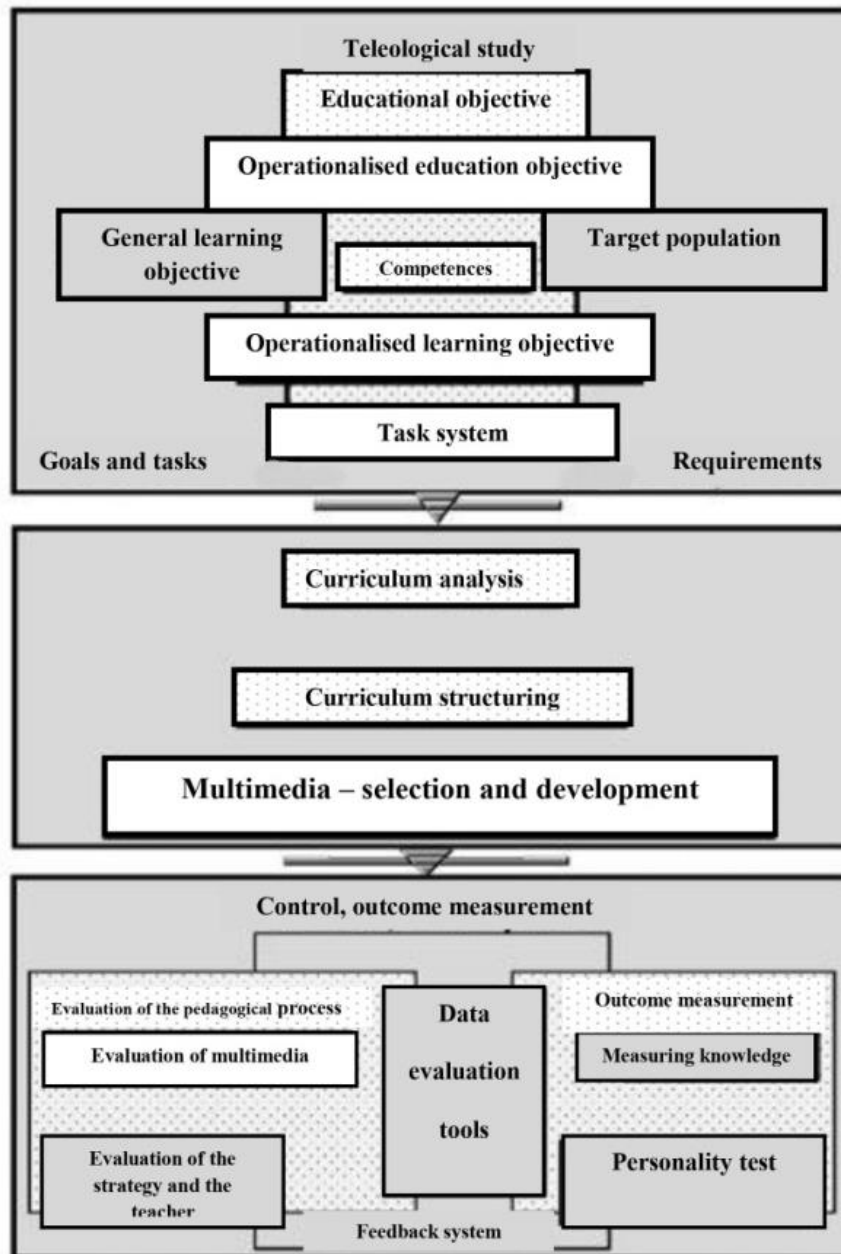
Figure 4
Digital technology model for curriculum development.

The trained professional is the most important resource of the digital economy, and therefore the key features of the training process are:

➢ gives the ability to select and acquire knowledge;
➢ no creativity without the possibility of error;
➢ knowledge of digital technology is a requirement, but without self-awareness and goals, technology rules us and we do not rule technology.

The result of the systemic design communication of multimedia development in the training process: a digital technology model for curriculum development *(Figure 4)*.

The model includes a central element of digital strategy, which is the technology model itself and the process of innovation intervention area, R&D innovation. These parameters explain why the complex method of curriculum development takes place within the framework of an intensive process. The competences that emerge in this process are related to algorithmic and critical thinking, high level information management skills and advanced communication skills. Choosing curriculum structuring as a core element of digital curriculum development, which starts with the application of the curriculum organizer matrix method, the system graph and the relation matrix. The next step is to check the contour of the matrix. There is a special way to solve this problem, namely an activity algorithm. The activity algorithm is used to systematically reduce the number of elements in the matrix.

Then, using the ordering algorithm, the units to be studied are ordered in such a way that the interdependence, the chain of relations, does not hit the user all at once, but is distributed proportionally. In structuring information, we break down the units of learning material to the level of what is known as grouping information. By specifying the pair-wise relations of these concepts and capturing them in a matrix, we obtain an easy-to-use, well-ordered "map" of the previously difficult-to-understand system of relations. The system of curriculum units arranged in this way is in fact an integrated structure. The result is a set of rules for the optimal order of presentation, the ordered sequence, whose main parameters are: absolute degree of closure, relative degree of closure, prospective index, retrospective index. This makes it possible to compare the results of the development of the curriculum!

Another key element of digital curriculum development is multimedia selection and development. What we can say is that a systems-centred approach to the development of multimedia programmes requires that the integration of software and hardware is treated as an integral component of training systems and processes (not as an externally imposed systemic element). This systems approach means that we are not simply creating a curriculum, but an intentional process. In this way, the method and the content cannot be separated. Unformed content is not a content!

In the age of digital technology, the "production" of multimedia in the training process is growing rapidly. This extensive development and quantitative growth is a natural phenomenon. Without certain quantitative levels, multimedia cannot become a "factor". But, as it happens, the extensive phase involves the production of very large amounts of ballast. Everywhere in the world, multimedia is being produced in large quantities that may be attractive, interesting, creative and generally useful.

However, if one looks closely at the specific purpose, requirements and competence development that they serve and how they do so, it becomes clear that the developer himself has not formulated these questions with sufficient precision. As a consequence, no or no evaluation is possible [10]. Extensive development has already created the conditions on which the theoretically grounded intensification of multimedia development can evolve. It is also very important that new participatory platforms and services turn users into active actors, producers or what is called prosumers (professional users). New training and development policies are essential to increase users' creativity and motivation to participate.

8. Summary: debates - concerns

- ➤ A change of mindset is needed.
- ➤ Digital aspects are inevitable in everyday life.
- ➤ The importance of a constant connection between man and device.
- ➤ Improving institutional competitiveness.
- ➤ The importance of institutional attractiveness.
- ➤ How many and what kind of STEM professionals are needed?

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IDENTIFYING WELLBEING FACTORS IN PRE-SERVICE LOWER-PRIMARY SCHOOLTEACHER STUDENTS' SELF-REFLECTIVE JOURNALS

Abstract: One of the challenges with which contemporary teacher training faces is the optimal execution of recruitment, selection, and retention. The emergence of positive psychology has enabled a more thorough examination of university students' wellbeing for the purpose of prevention and intervention, albeit studies are sporadic and isolated, with diverse measurement tools. Our research is aligned with these endeavours, serving as a sequel to our previous document analysis wherein we examined pre-service lower-primary schoolteacher university students' experiences during their ten-week-long teaching practice from the perspective of wellbeing. In our current, similar desk-research, we engaged 19 university students who collectively produced 38 self-reflective documents about their teaching practice for a university course titled Reflective Seminar in 2022. The research problem centred on defining the factors of teacher trainee university students' wellbeing. Computer-assisted qualitative content analysis was conducted on the corpus using inductive logic. Results suggest that the issues of positive feedback, stress and time-management, and a fruitful mentorship during the practice period are the areas that teacher training should seek to enhance. While the desk-research has significant limitations, findings draw attention to the importance of preserving mental health during teaching practice, thereby laying the groundwork for further investigation.

Keywords: content analysis, higher education, qualitative method, teacher training, university student wellbeing

1. Introduction

The multiple crises of the 2020s render it more difficult to achieve the goal of ensuring "inclusive and equitable quality education and promote lifelong learning opportunities for all" proposed by the United Nations in its 2030 Agenda for Sustainable Development [1, p. 11]. Teachers could play a vital role in this effort; nevertheless, addressing the shortage of educators and resolving the teacher training issues of recruitment, selection, and retention remain significant challenges [2]. The rapid changes in economic and social conditions are immediately reflected in teacher training, and student pathways could easily turn atypical compared to the "good old days" in Hungary: the age of entering into higher education has been delayed [3],

and it has become common for students, even daytime ones, to be employed in jobs predominantly related to their studies [4]. The data regarding the general mental health of higher education students are alarming [5], and contrary to the end of the COVID-19 pandemic, the poor wellbeing of young people stagnates, and the intention to emigrate has doubled among them since the beginning of the decade [6]. The above-described circumstances have directed our attention to the issue of wellbeing of students participating in lower-primary schoolteacher training. Given that teacher training represents the final stage before entering the profession, wherein the systematic shaping of pedagogical views is still feasible [7], it is crucial to examine the milestones of the teacher training process as they are experienced by university students in terms of their wellbeing. Among these milestones, our focus lies on the individual teaching practice, since our previous studies [8], [9] suggested that its experiences may influence career socialization. The primary goal of present study is to explore the factors influencing pre-service lower-primary schoolteachers', who are simultaneously university students', wellbeing, with the aim of enhancing the effectiveness of teacher training, a goal that could be realized primarily at local level, particularly through curriculum development.

2. Theoretical Framework

Our research is based on two pillars: we utilize the Anglo-Saxon-originated wellbeing research, while incorporating the findings of the teacher thinking research. In this section, we provide a draft of the historical development and current issues of these two fields. It is worth noting that due to limitations of space, we can only focus on the most important and relevant findings for our research.

The concept of wellbeing dates to the Ancient Greek civilization, but only the advent of the positive psychology brought the possibility to research it scientifically [10]. It goes beyond mere absence of illness and incorporates elements such as life satisfaction, positive emotions, engagement, meaning, and fulfilment [11], [12] emphasize the subjective nature of wellbeing, highlighting the importance of individuals' own evaluations and perceptions of their lives. While wellbeing contributes to societal development and progress [13], it also shows cultural, societal, and economical peculiarities [14] which should also be considered in studying the field. The multiple theories, models, and measures of wellbeing and mental health have recently been reviewed by [15], including the well-known hedonic and eudemonic wellbeing, Seligman's PERMA-model, and the balance-point theory, and the authors of the review also pointed out that the issue of wellbeing is permeated by terminological problems.

In higher education settings, in contrast to the general psychological orientation, wellbeing encompasses various dimensions of the academic aspect [16], moreover, it extends beyond the individual to encompass the broader campus community, including faculty, staff, and administrators [17]. This multifaceted nature of wellbeing is perceptible in the study of university students' wellbeing, too. However, beyond the models outlined above, certain factors, for example, academic pressure, stress, and student resiliency are emphasized [18], along with the approach for

intervention [19], [20]. In a systematic review by [21], the across two decades of research in this field the recurring characteristics were identified, namely, the lack of clarity in defining the concept of teacher wellbeing, alongside the dominance of quantitative measurement tools.

Teacher training research has evolved through various stages, reflecting changing educational philosophies and methodologies. Initially, research focused on the effectiveness of specific teaching methods and practices, for example, in the 1960s and 1970s, studies such as those by [22] and [23] examined the impact of different instructional strategies on student learning outcomes. In the next decades, there was a shift towards understanding the complex interplay of factors influencing teacher effectiveness, including research topics like the importance of pedagogical content knowledge and reflective practice in teacher training programs [24], [25]. New research fields emerged by the 2000s encompassing topics, such as the impact of policy changes on teacher development and the role of teacher education programs in fostering professional identity [26], [27]. In recent years, this trend has expanded to include further elements, for instance, cognitive style [28], professional self-efficacy [29], and the question of the influence of non-professional, prior pedagogical experiences on practice [30].

3. Methological Considerations

In order to detect phenomena related to pre-service lower-primary schoolteacher students' well-being without using predefined wellbeing models, we aimed to select a methodology which is suitable for uncovering patterns and trends, enables the extraction of individual student thoughts, and can provide a foundation for further research. These criteria could be fully satisfied by a qualitative research strategy. When selecting the specific method, we, affiliated with higher education institutions, prioritized the easy accessibility of the sample and the overall cost and time-efficiency of the research, and finally opted for desk-researching. The compensation for the well-known drawbacks of desk-research, particularly data quality [31] and limited control and depth [32], posed a challenge for research design. Also, we took the so-called list of criteria for qualitative research design [33] and the possible ways of implementing triangulation [34] into consideration.

The essence of the final research design was the utilization of the self-reflective documents produced by final-year pre-service lower-primary schoolteacher students, being engaged in their ten-week-long individual teaching practices and being supported with the obligatory university course titled Reflective Seminar. Although the primary purpose of these documents was to induce and regulate self-reflection, the prompts were formulated in the spirit of positive psychology, thereby aligning with the research field. To complete the course Reflective Seminar, students were required to submit two types of documents per capita: (1) a compilation of weekly logs about pre-service teacher students' positive and negative experiences, and (2) a self-reflective essay prompted by 46 questions regarding their daily pedagogical issues (e. g., preparing for lessons, motivating students, managing extracurricular activities), their relationship with their mentor teachers, and the change of their thinking on career socialization.

Data collection took place during the spring term of the 2021/2022 academic year at one of the lower-primary teacher training universities in Budapest. At the end of the Reflective Seminar, students provided their consent for further analysis of their documents in accordance with the ethical approval obtained for the research. In total, 19 full-time students submitted documents, creating a corpus for analysis containing 17 weekly-log compilations and 19 self-reflective essays. Two files containing weekly logs were corrupted. With the exception of one self-reflective journal, all were suitable for our purposes; in this particular case, the student misunderstood the task and produced a form of parodic, stand-up-comedy-style writing.

Limited background information could be gleaned about the authors of the journals from their random in-text references: only one of them was male, eight students were completing their individual teaching practice sessions at practice places previously visited, while three students were practicing in their former primary schools. It is noteworthy, that assuming a typical university student pathway, the majority of the students were likely in the cohort that commenced their studies before the outbreak of the COVID-19 pandemic, endured the era of restrictions, yet have not been affected by the further restrictions resulting from the 2022 autumn-winter energy crisis.

As a first step in data processing, an external non-researcher assistant anonymized the corpus, including the names of authors, individuals, and schools, thus, as coders, we worked exclusively with documents referenced as "Dxx" (hereafter, these reference numbers are used for quotations). Due to the volume of the corpus, data processing was facilitated by ATLAS.ti™ version 9 qualitative data analysis software in the summer of 2023. Learning from the limitations of our previous research [8], this time we did not select a specific wellbeing model; instead, we defined a rather flexible conceptual framework covering our only research problem (i.e., the identification of subjective wellbeing factors), within which we freely coded following the principles of the qualitative content analysis [35].

Due to the application of the inductive logic and the differing background knowledge and preferences of the coders, the first round of coding yielded considerably different codes. Therefore, we refrained from quantifying intercoder agreement, and utilized the second round in a manner where each document in the corpus was collaboratively processed. Consequently, through complete consensus and the inclusion of 487 quotations, we successfully generated the code table depicted in *Table 1*.

Table 1

Identified Factors of Pre-service Lower-Primary Schoolteacher Students'
Wellbeing During Individual Teaching Practice

Codes	Relations	Example quotes
Positive emotions	Methodological adequacy	"It wasn't a speedy lesson. I was so clumsy." (D7)
	Positive feedback	"In the afternoon, a girl braided a BEST TEACHER bracelet." (D14)
	Autonomy	"My mentor had to go to a special meeting, so I had to take over the first two lessons. It was unexpected but I was successful." (D4)

Character strengths	Before-practice list	same wavelength, problem-solving, humour, maximalism, patience, adaptation, bird's-eye view, flexibility, creativity, empathy, improvisation, social sensitivity
	After-practice list	determination, professionalism, patience, acceptance, multitasking, vocation, motivation, self-knowledge, stamina
Stress	Anticipatory anxiety	"It would have been good to know how to introduce, teach, or prepare a specific content. It's not my fault." (D20)
	Teaching examination	"The deputy reorganized the allocation: I had to take the exam in a totally unknown class filled with two autists and one with Asperger's." (D7)
	Right response	"So, I had to use chalk, but I can't write well with it." (D4)
	Parallel academic workload	"I really enjoyed working on my thesis, doing research, but I really waited for the moment when I could finish it." (D3)
	Somatisation	"I lived off all my physical resources. I couldn't relax at all, consequently I fell ill in half time." (D20)
	Coping	"Many times, I felt that I didn't mind staying up late, but I needed to go to gym. It was necessary for me." (D23)
Trainee-mentor relationship	Attitude	"At the beginning she was helpful, later she could talk only about my errors. It was terrible because she didn't encourage me when saw I was slowly losing all the belief in myself." (D9)
	Support	"'That was terribly boring', my mentor grinned, and I began to fall apart. It badly influenced my next lesson with the class." (D15)
	Role-modelling	"When she differentiates students, she calls them groups Smart or Clumsy." (D9)

4. Results

The results of the document analysis are discussed in the order presented in *Table 1*. Since additional codes were created in several cases, they will be elaborated on in-text. Although we endeavoured to adhere to the ethos of positive psychology throughout the research process, in this chapter, we do not withhold the negative opinions of the pre-service teacher students (hereafter, referred to as "trainees"), which dominate many of the codes.

4.1. Positive Emotions

A highlighted factor of trainees' wellbeing was the sources of positive emotions. It was a common phenomenon among trainees that they had been unaware of the expectations associated with their teaching practice when it began, therefore they

derived the professional and personal traits of the idealized educator from the ideas they had been encountering with during their university studies, previous internships, or any educational experiences. These ideas prioritized methodological appropriateness, i.e., thoughtful planning and perfect execution of the lessons, including motivating and differentiating students, well-designed time-management, and on-the-spot flexibility. Any disturbance made the trainee believe that they failed as teachers.

The ten-week-long individual teaching practice effectively enhanced trainees' thinking in this issue, although the change was highly individual and dependent on the indication of methodological adequacy. The significance of the mentor will be discussed in detail later; however, it is important to emphasize that trainees generally valued positive feedback from pupils, parents, or other teachers more than that from their mentors. The expression of appraisal showed great variety: students, whose praise mattered the most, gave hugs or made drawings, even one case they composed a memory book; parents started spontaneous dialogues, gave small gifts, or flowers for the International Women's Day; while school principals surveyed classroom-work and initiated conversations in the staff room. Nevertheless, these relationships could also bring negative experiences without any resolution, primarily concerning students whom trainees could not discipline or handle appropriately. Noteworthy that the school climate was not necessarily positive in trainees' documents; D23 felt themselves a "shadow" in the school building and this situation led to identity crisis and serious conclusions: "The staff quite freaked me. Low-esteemed, psyched out women work together day by day. I have never seen so much hatred and intrigue. What a blabbermouth, vicious gang!"

At first glance, it may seem strange to address the relation "autonomy" separately; however, we have good reason to do so. Trainees who suddenly had to substitute a class or engage in unusual tasks (e. g., assisting in organizing an afternoon sports event at school) felt relieved from the methodological pressure imposed by the laboratory-like nature of teaching practice. The additional workload also provided further positive psychological benefits, for instance, a sense of belonging to the community: "I loved all of them [school events], it felt good to feel like I belong and that I matter" (D34).

4.2. Changes of Character Strengths

In the trainees' submitted documents, we inquired about the changes in the so-called character strengths [11] on multiple occasions. The aim of this was not only to foster trainee's self-understanding but also to observe the direction of change in their thinking regarding this matter. At the end of the ten-week-long individual teaching practice, each of them presented a different list of character strengths, as displayed in the compilation of *Table 1*. Although some items overlapped, there was an indication of increasing emphasis on the cursors of pedagogical professionalization. In the words of D20: "Now, I can examine things from multiple perspectives, I can feel what children feel at times. I can overcome my own emotions and see situations realistically. I have become much more confident since early February."

4.3. The Phenomenon of Stress

Stress from various sources proved to be a constant companion for teacher trainees. Their anticipatory anxiety could be tracked back to multiple causes. In their narratives, the typical cause of stress was identified as the limited scope of methodological background, which they attributed to the theory-centred approach of the university-based teacher training. Trainees also believed that their mentors expected a rich repertoire of tasks, yet trainees had nowhere to turn, and many were haunted and/or debilitated by the memories of the unsuccessful lessons during previous, shorter school practices. While the obvious methodological evolution reduced in-class stress step by step, it resurfaced in connection with the exam teaching. Trainees feared non-cooperative pupils and felt they needed to deliver an outstanding performance to impress the committee. In the preparatory phase, even the slightest modification to the weekly schedule boosted trainees' stress. The milestone nature of the exam teaching could be also illustrated by the relief of D9: "I succeeded in my final teaching session! This says more than any words could!"

Another set of stress-inducing situations involves the perceived or actual expectation of being able to react right. The documents contain numerous "threatening" situations, for example, a pupil's bleeding nose or a bee buzzing in the classroom. The following quotation by D20 is a typical evaluation of and coping with these situations found in many weekly logs: "Projector breakdown, poor quality of the projector, unexpected answers from the children. I believe I mostly handled them well. First, surely, I was in a minor panic, but I realized there was no point because we had to continue with the lesson somehow."

Regardless of how well trainees handled stressful situations according to their weekly logs, some degree of physical and mental exhaustion occurred sooner or later. Somatization was also common, with symptoms such as fever, catching cold or flu, and insomnia. Since the ten-week-long individual teaching practice, assuming typical university student pathways, coincides with the period of thesis writing, the parallel workload exacerbated stress and somatization. Narratives often featured self-blame, as well as the problem of unattainable work-life balance. "There were many eight-hour days, due to family reasons I couldn't prepare in the afternoons, so I worked on my tasks in the evenings and mornings. I slept little, I don't manage my time well, and even when I sleep, I sleep poorly because of the negative energy" (D15). The submitted documents did not reveal much about coping specifically with stress. A few instances suggest that those who were pursuing some sport may have been able to tame stress through physical activity.

4.4. Trainee-Mentor Relationship

The nature of the trainee-mentor relationship is highly sensitive and complex, furthermore, the reflections on mentors' professional and personal performance is influenced by trainees' emotional residues related to the actual classroom events. Here, the three relations to this code were distributed into additional ones.

For the purpose of representing the affective dimension, we tried to place trainee-mentor relationships within the positive-negative dichotomy by *mentors' attitude*. However, we realized that over the course of the ten weeks, these relationships could necessarily change or exhibit a mixed nature continuously, thus, there was a need for creating a category for mixed attitudes as well. In positive relationships, the mentor acted as a patron, characterized by continuous availability, including exchanging messages late into the night, and facilitating the remediation of the abovementioned methodological shortcomings: "My mentor teacher was a wonderful creature, driven by desire and loving what she does" (D7). Negative trainee-mentor relationships were rare in the documents, but these cases pointed to multiple issues related to the mentors. For example, the mentor of D15 expressed instinctive rejection which regularly destabilized the trainee emotionally, while the teaching staff were trying to compensate this misbehaviour. Mixed trainee-mentor relationships were also uncommon, moreover, it was troublesome to identify cases without the proper background knowledge of the context. Here, we introduce an evident case, D32 had two mentors playing the perfect match of angel and devil: "I prepared for 12 Hungarian and 4 Music classes with my other mentor's help. This one was reserved and didn't give any advice, only negative comments after the classes. But when I was done with the practical part of the practice, she suddenly changed, and she was accepting and kind. She attended my other classes and told me how she really liked them. I don't understand this contradictory behaviour, but it was terrible to spend my weekdays like this, and I'm glad I'm done with the practice."

The other division of relationships, aiming the cognitive dimension, was determined by the *support received* from the mentors. We distinguished methodological, educational (mainly discipline), and mental support. Trainees' narratives generally emphasized methodological development, often highlighting the need for supplementation; however, the depth and diversity of these needs varied. From the available corpus, we could not determine how much support was work-relatedly expected from the mentor and how much was additional. For instance, D17 received the necessary terminology for teaching the school subject Technics as a preparation for the exam teaching, while D27 received feedback on better time-management and the assertive lesson directing. Mentors' advice regarding educational issues typically concerned difficult-to-handle pupils. An interesting addition is the speculation by D20: in their opinion, the basis for a good relationship with the mentor may lie in both parties sharing the same educational viewpoint. Mental support rarely appeared standalone but typically manifested as praise, often from other members of the teaching staff: "One of the most beautiful compliments came from the music teacher, who noted that compared to the previous week, it was very noticeable that I had been working with children for a longer period and she was very proud of me" (D17).

An ancillary question concerning the trainee-mentor relationship is the extent to which the mentor could function as a *pedagogical model*. This seemingly obvious expectation was nuanced in our research by the fact that mentors were also tasked with addressing trainees' methodological shortcomings, although not everyone fulfilled this duty. In addition to the cases referred to as negative and mixed trainee-

mentor relationships, trainees also reported on several occasions that they were asked to conduct lessons without having an acceptable example by the mentor. According to D9, a source of many conflicts was their reluctance to accept the methodological principles presented by the mentor (e. g., suggested amount of homework, number of readings), which the mentor made known to the trainee through manipulating pupils.

4.5. Miscellaneous

Besides the identification of some wellbeing factors, our desk-research unveiled additional information about university students' views. In our research notes, at the beginning of the process we anticipated that students would attribute their problems during the ten-week-long practice to the lower effectiveness of distance education caused by the COVID-19 pandemic. In the corpus, we did not find any reference to this; however, the pandemic situation was a recurring element in press releases in the spring of 2022.

Another assumption we had was that events of the early years of the 2020s would influence the career socialization of university students. To explore their opinions on this matter, we incorporated specific prompts into the self-reflective essay, which yielded Janus-faced results: while university students were aware of the insufficient payment and low social esteem associated with the teaching profession, family tradition, love for kids, and altruism carried strong positive connotations. At the beginning of the weekly logs, many trainees voiced their insecure attitude towards the profession, considering the individual teaching practice as a sort of watershed moment. However, by the end of the practice, 13 out of the 19 trainees expressed their intention to teach in the near future, and four had already received job offers from the schools where they had completed their traineeships. It seems that the positive experiences of the teaching practice, including the well-detected self-development, overruled some inconvenient moments of the period.

5. Discussion

The wellbeing factors identified in coding suggest that elements dealing with mental health somewhat dominated our sample of pre-service lower-primary schoolteacher students being in school practice, thus the question of academic pressure, time management, work-life balance, and physical health could serve as subjects for further investigation; furthermore, these factors are regularly studied in contemporary university student wellbeing research (e. g., [36], [37]). Noticeably, our coding was influenced by some characteristics of the different wellbeing models known from the literature, for example, the balance-point theory. At the beginning of our research, we deliberately did not narrow the meaning of wellbeing, although we accounted for its subjectivity, yet based on the results, it can be assumed that we had an insight into students' mental health.

Comparing our results with an analysis using Seligman's PERMA wellbeing model on the reflective journals by similar schoolteacher trainees of 2019 [8], we

believe that similar factors (i.e., positive relationships, positive emotions) were identified; however, the documents from 2022 were more variable in mood with much more negative experiences linked to mentors. There is the possibility of isolated cases, yet a research of [38] on pre-service lower-primary schoolteacher students at a different university also raises the issue of insufficiently guiding mentors and how students cannot recreate due to the workload during practice. Therefore, it could be suggested that in order to reduce trainees' stress, teacher training facilities should modify their existing academic practice, including the selection of mentor teachers, the supervision of their work, and the use of mediators in case of trainee-mentor conflicts. Transforming the training more practice-oriented, incorporating several school practices with various duration and activities, the gradual involvement of students into the pedagogical reality could diminish the watershed function of the ten-week-long individual teaching practice, similar to the attempts in medical education to mitigate the reality-shock effect of the autopsy practice [39].

An unequivocal limitation of our research stems from its desk-researching nature, thus, for example, it was not suitable for students to prioritize their wellbeing factors. The results could be considered as a case study in a broader sense; nevertheless, we assume that they are applicable to teacher training institutions with similar syllabi, which also warrants further investigation.

A possible next step in the continuation of our research is to explore quantitative measures for the identified wellbeing factors and conduct a large-scale data collection. Since our qualitative research focused on a specific stage of pre-service primary schoolteacher students' pathway, the upcoming data collection should also include additional factors of university students' wellbeing, for which a detailed discovery of the university students' pathways is necessary.

6. Conclusions

In our study, which aimed to mitigate the qualitative methodological shortcomings present in wellbeing research concerning educators, we endeavoured to examine the critical points of wellbeing among pre-service lower-primary schoolteacher university students from a positive psychological perspective through desk-research their self-reflective documents. Specifically, we focused on the ten-week-long individual teaching practice, which is critical from the perspective of career socialization.

Results suggests that the core of trainees' wellbeing was experiencing positive emotions derived from positive feedback, primarily from pupils. In many cases, the role of the mentor involved supplementing the lacking didactic, still, for some trainees, this relationship was filled with conflicts. The period of teaching practice represented a stressful time; however, trainees' coping with the increased academic workload may be random.

In the light of the limitations of the results, it could be stated that the utility and novelty of our research is the grounding for subsequent research phases.

Notes

The authors conducted the research in full collaboration except two cases: Hercz executed data collection, and Pozsonyi composed present article. The authors read and approved the final manuscript. The authors also declare that they have no conflict of interest. The authors did not receive any financial support for their present research.
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USE OF FINE ART FILMS IN ART EDUCATION TITLE OF THE CONTRIBUTION FONT SIZE16 ALIGN LEFT

Abstract: The central elements of art education are composed of the sections in the curriculum about the careers, ars poeticas, world views and struggles of great creators – painters, sculptors, photographers and film-makers. It is evident to choose creations from the available palette of art films by presenting the life of certain artists that can show styles, periods and life styles of the given period as well. What can be the criteria and how the method of the method of selection to be made? It would be obvious to choose films that are easy to consume and appropriate to the age of the students – however, it is unfortunate to have such scarce filmography regarding these. For practical reasons, the length and language of the films may also be important. Another approach is needed for feature films and also the documentaries. In the latter case (American style) images are created with historical or even feature film inserts are contrasted with analytical works shot in the present by contemporary artists, which are undoubtedly much more difficult to take in. However, their authenticity and revealing power are unquestionable – as long as they are about the present time and not historical artistic styles. We can directly see the process of creation, the moments of artistic inspiration, the paths taken and rejected (which are absent from most academic descriptions). It is also a logical choice to approach the studied period not through the lives of the artists, but a single famous work, providing a cultural-historical summary of the genesis of the great piece of art. The way in which films are viewed raises certain questions. Should it be viewed together, in class, on special occasions or at home? Projected, on a monitor or on a screen of a smart device?

Keywords: art education, art fiction film, art documentary

The present text attempts to find an answer to how art education of children can be deeper and experience-like with the help of using art fiction films and art documentaries. Primarily it is to be thought-provoking and does not aim to be exhaustive, providing concrete guidance, but by highlighting the possibilities, it encourages independent reflection and catalyses the development of methodology.

According to modern learning theory, which emerged at the end of the 20th century, knowledge is not transmitted by simple mediation, but it is a result of internal construction. This means that the focus of education is not only on the what, why and how, but also on how to facilitate the personal development of students. Art education in this context seeks to enrich the personality through a process of emotional sensitization. Art has an intergenerational role to play in creating a picture of the values and heritage of an era. The extent to which we are open to artistic values plays a decisive role in determining what parts of a particular era, what works of art

survive and become living. Therefore, education has a crucial role to play in how it communicates and emphasizes artistic values and creativity, helping students to discover and develop their own values and creative expression [1].

The greatest problem with films is exactly the fact that the methodology of the use of films has not been developed, there is no good practice for their inclusion in the lessons. In history teaching, however, there are some similar solutions that should be followed in teaching art as well [2], [3].

Viliam Kratochvíl, author of a teaching methodology book on film use claimed that visual training has little chance to prevail if it is attempted to be taught without age and goal appropriate didactical apparatus. Visual experiences observed outside school (both their quantity and quality) are not helping but outright sets back the use of documentaries in school. The speeding up of image perception and the resulting superficiality of image interpretation inevitably affects the interpretation of past images, films, etc. [2].

It would be obvious to choose films that are easy to consume and appropriate to the age of the students – however, it is unfortunate to have such scarce filmography regarding these. In detail, this kind of filmography is not available, teachers can rely on their own film memories and recommendations of others. Present paper would also like to help in orientation for the appropriate choice of films and types of film by mentioning specific examples as well.

For practical reasons, the length and language of the films may also be important. Another approach is needed for feature films and also the documentaries. In the latter case (American style) images are created with historical or even feature film inserts are contrasted with analytical works shot in the present by contemporary artists, which are undoubtedly harder to take in. However, their authenticity and revealing power are unquestionable – as long as they are about the present time and not historical artistic styles. We can directly see the process of creation, the moments of artistic inspiration, the paths taken and rejected (which are absent from most academic descriptions). It is also a logical choice to approach the studied period not through the lives of the artists, but a single famous work, providing a cultural-historical summary of the genesis of the great piece of art. The way in which films are viewed raises certain questions. Should it be viewed together, in class, on special occasions or at home? The principle is established in the National Curriculum, namely the experiencing and interpretating of works of arts – therefore art films can be the greatest help in this.

By art film we do not mean artists' films, i.e., creative cinematographic works with an artistic purpose or artistic value, but feature films or documentaries that treat art as their subject theme. These can be works of artistic value – as is the case in most cases – but not exclusively. Giulio Carlo Argan, art critic, has observed that the first requirement of a good art documentary is that it should be, first and foremost, a good film [4]. It can only be good if the filmmaker is himself an artist, "whose journey to the work of art, embodied in film, is worth travelling for many other people, because he is humbled by the work [...]" [5].

As László Lőrincz, Transylvanian writer wrote as early as the 1970s, "neither the art film nor its presentation is intended to dictate a certain perception or opinion to the viewer about the artist's works; no, the pictures live their silent solitude in museums and collections, and one is invited to disturb this silence and get to know them". This reading uses art films not as an application to induce a familiarity with works of art, but as a means of understanding them. Film is not a substitute, but a catalyst for understanding, but it is not a substitute for a primary understanding of the artworks [6].

The Uránia National Film Theatre's had an interesting experiment in 2013 with a series of art documentaries (in 2013), which showcased major exhibitions of the works of Munch, Vermeer and Manet, as well as the once thriving culture of Pompeii. A special feature of the screening series provided a picture of both the works and the artists, and also of the particular period in art history, with high quality footage of the paintings accompanied by professional commentary and expert interviews. Due to the great interest shown, the screening had to be repeated.

It's easy to see the genre of the film sketch in the event, as well as the relation with School Television. The acceptance of education supported by moving images remained high after the launch of School TV, even after a period of campaigning, often supported by media support.[3] The subject was processed by several major studies [7], [8], and even in the 1990s a monographic work on the subject was published [9]. The pedagogical writers of the period confirmed the viability of the method in many cases, and numerous 'tele pedagogical' effectiveness studies were carried out at this time [10].

Feature films on the subject make up a larger share of visual arts film production. A *fine art feature film* is a work of fiction with art as its central theme, such as painting, sculpture, architecture or photography. These films are usually about artists, creative processes, artistic movements or specific works of art. These films may be biographical, following the life of a specific artist, or they may present the world of visual art and its impact on people's lives and environments through fictional stories. Visual art feature films often interweave different aspects of creativity, inspiration, self-expression and human experience, while showing the power of art and its impact on the lives of individuals and society. Through these films, the creators give viewers the opportunity to understand and experience the artistic world more deeply, to immerse themselves in the different forms and meanings of art. Understanding is undoubtedly their key word: understanding the work, understanding the style, understanding the creator.

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[3] Famous actors such as Iván Darvas Iván, Dezső Garas took part in the programmes; the *Ludas Matyi* regularly published cartoons on the subject; the *Omega band* donated a television set to a farm school [11].

Picture 1
The Adventures of Picasso [Picassos äventyr] (1978)
Dir.: Tage Danielsson

Can art be presented in a way Hollywood does and so many for-profit feature films do. On the one hand, it is not possible because the commercial aspect of cinema is so far removed from any theoretical basis for art. On the other hand, the use of such films in the classroom should be considered. Knowledge of the cinematic and verbal language of commercial films is at a native level among school-age youth and young adults. We consume thousands of these films, there is no need to decode them, we understand the language and the message immediately and without difficulty. A bad example is also a good way of understanding an artistic subject, because it defines something that cannot be taken in – in other words, it can be used for educational purposes. There are countless such films available to art teachers, and a critical attitude is the most important aspect in their interpretation. The approach, the way the sources are processed, the authenticity, the image and the artistic milieu that is communicated.

It makes sense to choose works that are valuable in their own right. The Adventures of Picasso (1978) is the uncrowned king of intellectual blockbusters. The film chronicles Pablo Picasso's early years and his development as an artist. The film focuses on the artistic process and the manifestations of creativity, while presenting some of the characteristic features of Picasso's life and work, as well as a detailed portrayal of the artistic milieu and the atmosphere of early 20th century Paris. The images, which are not without their vulgarity of old-fashioned humour (think of the fart ballet scene), provide a reading of Picasso's time that is highly effective in introducing the viewer to what we might call the zeitgeist. It has been a truism since Karinthy's Thus You Write that art can be understood through stylistic parodies.

The film on the life of Jackson Pollock (Pollock, 2000) is interesting mainly for its contexts. The main character is Pollock, a prominent figure of Abstract Expressionism, who became famous in the 1940s and 1950s. The film shows the different stages of Pollock's artistic career, including his creative process, his personal and artistic relationships, his struggles and his successes. The film shows Pollock's struggle with his inner demons, his alcohol problems, and as he confronts the downsides of success and fame.

Picture 2
Pollock (2000). Dir.: Ed Harris

The "traditional" artist's life path – described with self-destruction, alcoholism, searching for a way, misunderstanding and deprivation – cannot be called special. In fact, every true artist long for such a life. The film is more a story of 'making' artistic value. How an art manager – in this case Pollock's partner – guides the artist. The success of this life's journey is the basis for many attempts at interpretation. Disregarding Pollock's death, his later years, and examine whether the works are really products of artistic expression. Or are they servants of the art trade, products for sale? A good basis for discussion, through which we can come closer to clarifying the social functions of art.

European directors tend to use painting in a creative way; the research of pictorial sources is an irreplaceable way for them to evoke people, events, attitudes, moods, colors in a historically authentic way.

From the very beginning, Italian filmmaking was strongly influenced by the tradition of painting. One of the most interesting cases of the silent film era in this respect is Christ, made in 1916. The director, Giulio Antamoro evokes the story of the Savior by reconstructing the images of the old masters as accurately as possible at each turning point, recreating them through the moving image. Almost half a century later, Pier Paolo Pasolini (1963) and others do the same [12].

Picture 3
La ricotta (1963). Dir.: Pier Paolo Pasolini

It is not important either here how authentically one can reinterpret and reproduce the works of renowned artists. Rather, it is the most difficult part of artistic creation to grasp, it is the culturally embedded functional analysis that students experience in such an analysis. In other words, it is to ask the question: are there really human issues and phenomena that transcend the centuries and can be represented in the same form regardless of age or culture? Nevertheless, the playfulness of the identification and detailed exploration of the works recreated in the films make them effective tools for exploring the works in question.

Csontváry (1980) is a film about the life and work of Tivadar Csontváry Kosztka, focusing on the artist's inner world and his struggles, as well as the social and cultural context of the time. The film captures Csontváry's artistic ambitions, his determination to the point of holy madness, his struggle for understanding and acceptance. The film can be used for educational purposes because of its atmospheric setting and its unique visual world. The film does not focus on historical facts, artistic style or the stages of the creative life, but on the spiritual and psychological processes of creation, the account of the birth of the vision.

Picture 4
Csontváry (1980). Dir.: Zoltán Huszárik

The other major category of films that can be used in educational situations is the art documentary. An *art documentary* is a film about art, whether it is visual art, theatre, music, literature or other art forms. These films usually show the creation of art, the work of the artists, their thoughts, their inspirations, and the context, history and impact of the art activity. Art documentaries can be portraits, which show the life and work of a particular artist in more detail, or they can focus on a particular artistic movement or period, trying to describe its cultural, historical or social context.

These films are often personal and allow viewers to get a closer look at the art world, the motivations of the artists and the diversity of the arts. Art documentaries can be inspiring and educational, shedding light on the deeper meanings and contexts behind works of art.

While one of the dangers of documentaries is that the ever-improving technique successfully blurs reality and fiction, their greatest pedagogical potential lies in demonstrating the limits of objectivity and subjectivity in relation to a specific event [3].

Imre Bak's 1999 memoir is a testimony to the revelation that came about as a result of art film. "After the academic representations, Picasso's painting The Weeping Woman had such a shocking effect on me that it left me feeling uneasy for many years. My curiosity was only heightened when our high school borrowed two very exciting Impressionist and a Matisse film from the French Institute. Seeing those pictures on a colour cinema screen was absolutely stunning. In my last year of high school, I was still working with the conservative way of drawing, while the modern art film and slides made me doubt whether the way I had experienced learning drawing was true." [13].

From the 1960s onwards, a large number of fine art documentaries appeared on the domestic film market. For example, since 1969 there have been visual arts film festivals in Szolnok. The Miskolc Film Festival, a long-running festival of Hungarian short films and television shorts, has presented art documentaries. These could be about Andrei Rublyov, the greatest Russian icon painter of the Middle Ages, or about Juli Vankóné Dudás, the peasant woman painter from Galgamácsa, or about Hungarian artists living abroad, Amerigo Tot, Vasarely [14].

Since the 1970s, the county cultural centres have provided a range of services to smaller institutions, including the loan of art films. These were delivered to small settlements without cultural institutions by "culture vans", which also organised library loans, film screenings and educational lectures according to the needs of the population [15].

The work of the Gulyás brothers (Kicsi..., 1994), which presents the life's work of Rezső Berczeller with analytical ambition, I consider both of them my masters, I am still working with Gyula, János has recently passed away – so I could see their working method. The very long process of getting to know them, of exploring their entire creative life, of unravelling their background information, allowing the fullest understanding possible. But this type of approach doesn't allow the viewer to get distracted while watching the film, it requires total attention, maximum concentration to understand.

Two readings of this problem are evident in the two works depicting the renowned art historian. Magdolna Supka was a famous alpha of art history, of explaining and interpreting works of art. Through the presentation of her life, we can get to know the method itself, deprived of its purple veil. Through a lighter half-hour, and a more in-depth analysis of his work, which took two years to complete. You can choose, both are great works in their own category.

Picture 5
Manna. Supka Magdolna (2020). Dir.: János Gulyás

The art documentary on the life of Cornelius Krieghoff can be seen mainly as an art essay. The work of Hunter, Sullivan and Labriola does not only deal with the twists and dramatic events of the life story, which are relatively limited in the film, but also and above all reveals the magical world of the artist through the works presented. "The life story is a frame only, the main point of the film is the Krieghoff memorial exhibition" (Beetle, 1985: 7).

After 2020, a number of art documentaries have been released, which are a great way to learn about contemporary creative processes. *Frida Kahlo* (2020) is a documentary about the world-famous Mexican painter, exploring her life, her art, the cultural and political influences she inspired and even her rise to become fashionable. *Beyond the Visible: Hilma af Klint* (2020) explores the mystical, spiritual world of the Swedish painter Hilma af Klint, who worked in the early 20th century, while The Painter and the Thief (2020) is a documentary about a painter and her thief, rather than a single artist. The Norwegian film tells an incredible story of ethics, art and human relationships. *David Lynch: The Art Life* (2016) offers an insight into the life and work of iconic director and visual artist David Lynch. The film is unique in that Lynch himself tells the story of his life.

Another category is *The Lost Leonardo* (2021), a documentary about the mysterious painting Salvator Mundi, long thought to be the work of Leonardo da Vinci. The film presents the controversy surrounding the painting, the world of art historians and an implicit critique of the money-driven art market, the art trade.

Exit Through the Gift Shop (2010) is about expanding the categories of art. This documentary focuses on the unique world of street and graffiti art through the everyday life of Banksy, the notorious street artist. Ai Weiwei: Never Sorry (2012) contrasts the work of a Chinese activist and his political and social struggles with the artistic milieu. The mystery is what gives excitement to *Finding Vivian Maier* (2013), starring Vivian Maier, the enigmatic street photographer whose work only became known years after her death.

These films are just a few examples of the diversity and richness of documentary art documentaries. The stories of each and every artist and creator can be unique and

inspiring (even those who are not so unique or inspiring - for the very reason that they represent the average), and these films offer us the opportunity to get to know and understand their world and their work.

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[28] *Picassos äventyr* (1978). Dir.: Tage Danielsson, 115 min.

[29] *Pollock* (2000). Dir.: Ed Harris, 122 min.

[30] *The Lost Leonardo* (2021). Dir.: Andreas Koefoed, 96 min.

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PROGRAMME AND CREATIVE ACTIVITY-BASED EXERCISES IN THE CLASSROOM

Abstract: The use of information and communication technologies (ICT) in schools is an integral part of the 21st century's educational technology, its applications, tools and the effectiveness of the programmes it can be used are the subject of numerous academic and professional forums. In relation to this discourse, the presentation will attempt to develop a conceptual framework for the program-based and activity-based use of ICT tools in the classroom. When developing the scope of smart devices in the classroom, it is worth paying attention to the differences between the learning processes and activities supported by the use of the devices. The theoretical framework for this distinction is provided by Benjamin Bloom's concepts describing the cognitive operations of knowledge acquisition, which can be used to identify the complexity of the thinking operations involved in each learning process [1]. Niall McNulty Andrew Churches' definitions of learning goals and the complexity of thinking operations, adapted for digital environments and further elaborated on Bloom's system, provide a conceptual basis for distinguishing learning activities supported by ICT tools [2]. On this basis, based on the ways in which tablet use is applied in the classroom and the complexity of the thinking operations involved, it is possible to distinguish between program-based and creative activity-based useThis discrepancy is based on differences in the programming of the applications used in the classroom (user options, specific number and type of tasks, built-in assessment and feedback system) and the roles and activities in the learning process [3]. By presenting the operational characteristics of specific applications, the presentation aims to show that program-based tool use supports the cognitive processes of memorization and comprehension in terms of learning objectives, and to show that creative activity-based use, in terms of thinking operations, typically involves analytical, evaluative and creative activities.The conclusion of the analysis is that the two types of tool use can complement each other in the teaching-learning process and can be adapted to different classroom objectives and tasks. Both ways of using the tools can be used to establish the effectiveness of the students, the experience of success related to the learning process, and to strengthen the affective factors of motivation related to learning, which are also the key to the effectiveness of the teaching-learning process [4].

Keywords: mobile technology, sudent activity, creative activity-based practices

1. Introduction

The use of Information and Communication Technologies (ICT) in schools is an integral part of 21st century educational technology, its applications, tools and the effectiveness of the programmes that can be used are the subject of numerous academic and professional forums. Linked to this discourse, this paper presents a task-oriented approach to the use of mobile technology in the classroom. In the first part, we briefly review some popular frameworks that conceptualise the use of digital

tools and their impact on pedagogical design, and then we present program-based and activity-based categories of classroom practice with examples from practice.

2. Theoretical framework

The use and integration of information and communication technologies (ICT) in the practice of mediating the curriculum in the teaching profession has become a common phenomenon and process, which has been brought to the fore even more in the era of digital work outside the classroom. The use of ICT is an integral part of 21st century educational technology, its applications and the effectiveness of the tools and programmes are the subject of numerous academic, professional and user forums.

One of the features of mobile technology, which has escaped the definition of ICT over the last decade and has become a well-defined, consensus term, is that its portability and relatively large screen size make it a popular and suitable classroom tool not only for content consumption but also for content production. The investigation of the educational support functions of mobile technology is also a focus and tool of national and international studies [5], [6], [7], as the widespread adoption of tablets in teaching-learning processes in schools has been observed in the last decade.

Descriptions and studies on the use of tablets in schools mention a variety of roles and possibilities for their application in education. These include studies of teacher and student attitudes towards the use of the device [8] research on its applicability in the learning process [7], and its role in tests and assessments [9]. In addition to all these research directions, a growing number of methodological recommendations, task collections and example materials related to classroom management practices that support the use of learning tools by learners are coming to light [10], [11].

2.1. SAMR model

Ruben Puentedura's model can be mentioned as a point of reference for the types of digital asset use in the classroom. The elements of his outline of the use of digital tools in pedagogical practice can be represented as possibilities of tool use according to different pedagogical intentions, with no hierarchical order between them.

Figure 1. *The SAMR model*
(Source: https://kiadvany.suliszerviz.com/kiadvanyok/29-kiadvany-2018/1048-2018-horvath-adam-a-teljes-magyar-oktatasi-rendszer-digitalis-atalakitasa-projektek-helyett-egyseges-szabalyozast, downloaded 23. 03. 2024)

The four asset-use modes represented in the model are Substitution, Augmentation, Modification and Redefinition. The English initials of the terms give the name of the model. The types can be further grouped, with the substitution and augmentation of digital tools being summarised as an extension of traditional classroom and pedagogical approaches, and the modification or redefinition of tool use and pedagogical practice as a transformation of these [12].

The substitution involves the transfer of the paper-ceruze practice to a digital interface, thus making it faster to use, such as preparing an essay online, presenting a teacher's explanation or outline in PPT, or accessing texts and assignments online instead of printing them.

The digital tool, when used in its extension, still performs the functions of a traditional pedagogical practice, but no longer only on a digital interface, but also other extended possibilities of the digital interface. For example, once a task has been completed and written, the solutions can be immediately corrected and evaluated in a way that is visible to the students, or the digital application of a graphic organiser can be used to display student responses in a faster and more structured way. In these processes, familiar pedagogical practice is extended by the use of digital tools.

In addition to the extension of the pedagogical toolbox and the process of teaching and learning organisation through the use of digital tools, further applications can be realised. In the process of modifying pedagogical practice, tasks and learning situations can be developed which involve the use of tools and the use of digital technology as a condition for successful participation in the task. Such a task could be a thematic slide show or a small group presentation.

In a complete redefinition of the teaching-learning process, the use of digital tools becomes the default tool for learning, and the task can only be prepared with their involvement, in which case pedagogical practice is not only extended but transformed and is inextricably linked to the use of digital tools in its approach, solutions and use of the required learning skills. Such a solution could be the production of a video or the processing and creation of different contents online [13].

2.2. Cognitive activities

In addition to the teachers' competence or approach to the use of mobile technology in the classroom, it is also possible to define the framework for its application based on the cognitive operations supported by the use of technology. Based on Benjamin Bloom's hierarchical system of thinking skills adapted for ICT use (Kurt, 2020), the thinking operations of each learning process can be identified and categorised at different levels, based on higher-order and lower-order operations of skills [14].

The latter distinction is based on modified concepts based on Bloom's taxonomy, denoting cognitive operations of digital knowledge acquisition, which can be used to identify the complexity of the thinking operations involved in each learning process [1].

Niall McNulty Andrew Churches' definitions of the complexity of thinking operations for learning purposes, adapted and further developed for the digital

environment, based on B. Bloom's system, provide a conceptual foundation for distinguishing learning activities on tablets [2].

3. Programme and creative activity-based practices

By focusing on student tablet use, we aim to distinguish between program-based and creative activity-based use based on the ways in which tablet use is applied in the classroom and the complexity of the thinking operations involved.

The distinction is based on the differences between the programmatic nature of the applications used in classroom tablet use (user options, specific number and type of tasks, built-in assessment and feedback system) and the roles and activities in the learning process.

3.1. Programme-based approach

The term program-based refers to the use of applications and platforms that are available and usable online, whose main function is to record the knowledge already acquired, in various forms of games and quizzes, and which also include applications that allow the completion of various online tests.[4]

In terms of learning objectives, tasks based on program-based classroom ICT represent levels of memorization (list, recall, name, identify, match), comprehension (explain, summarize, contrast, infer, associate, reproduce) and, in the case of some tests, application of acquired knowledge. In these cases, the learner applies activities, typically describable by verbs linked to an action, in the learning process [15].

These types of tasks can be used well in different didactic phases of the lesson, especially in the phases of attunement and reflection. Programme-based tasks can be used to stimulate motivation, to extend knowledge through play, to organise, to practise, to deepen learning, to hold to account, to work individually and in pairs or groups, to differentiate and to perform various functions of assessment, including diagnostic and formative.

However, in programme-based use, it is rarely possible to step outside the boundaries of the application, to deviate from predefined good practice, to change the form of feedback. Hence, the learning activities can be characterised through the practices of the applied programme.

3.2. Creative activity-based approach

Creative activity-based use can be distinguished from programme-based use by the characteristics of the learning activities carried out during the learning process and the related complexity of the thinking operations used.

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[4] Several popular applications can be mentioned in connection with program-based use. Some of them are Quizlet, Kahoot, Quizizz, Redmenta, WordWall, LearningApps, Educaplay, PlayPosit, LessonUp, Socrative

Creative activity-based use is characterised by the acquisition of information based on learner agency, with an emphasis on, among other things, the process of acquiring and extending knowledge. A further characteristic of this learning organisation process is that it supports the development and reinforcement of activities that organise, evaluate and recreate the knowledge already acquired. These latter learning activities typically involve the analytical, evaluative and creative use of information and knowledge through the use of mobile technology. In this way, learners effectively participate in the construction of their own knowledge, acquire learning techniques and, most importantly, become active participants in the learning process.[5]

Creative use does not simply involve recalling or applying the knowledge acquired, but also involves the learner in the learning process through the use of complex thinking activities in his/her evaluative and creative work.

Thinking operations typically involve analytical (represent, illustrate, plan, divide, simplify), evaluative (compare, contrast, judge, decide, summarise) and creative (compose, construct, elaborate) activities [15].

The program and creative activity-based distinction is a task-based grouping of cognitive activities based on Bloom's scheme.

In program-based practice, the first three levels of Bloom's taxonomy are at work, and in creative activity-based practice, the next levels build on the first three. The purpose of differentiating the use of tools through thinking operations is to identify and identify, when designing the teaching-learning process, the thinking and learning processes and characteristics that may be appropriate for the implementation of classroom activities that support active learning.

All of these activities are accompanied by the combined use of different competences and skills, not only the basic competences of text comprehension and text production, but also ICT literacy [16], and in the case of group work, social and social competences are strengthened.

The two types of tool use, programme-based and application-based, can complement each other and can be adapted and applied to different classroom objectives and tasks.

3.3. Task types

The school environment and the experiences presented in this study are based in the "second chance" school, the Tan Kapuja Buddhist High School and Primary School, located in the Siklós district of the South Transdanubian region, in Alsószentmárton.

The objective of the school's "second chance" programme is to create a secondary socialisation arena, a force field that keeps students in school despite existing socio-economic disadvantages and helps them to achieve a successful

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[5] The most commonly used creative activity-based tasks are based on the creation of presentations, short films, comics. Many ideas can also be found on the Tempus Public Foundation's digital methodology website (https://tka.hu/tudastar_kereso/45/ikt-eszko zok-alkalmazasa-a-tanoran).

academic career and school qualification. One element of this effort is to organise the teaching-learning process using state-of-the-art teaching technology and methodology.

In 2015, Tan Kapuja Buddhist High School acquired 12 tablets through a TÁMOP grant, which teachers were able to use in a group of students. The use of the devices was 1 : 1 in groups [8], but typically the students used the devices in pairs or groups. Later on, the school gradually added more devices to its tablet fleet from its own resources, and by 2020, all full-time secondary school pupils in the institution were able to use a named device in class. The use of the tablets in the classroom – because they are stored in classrooms or in wiping stations near the classrooms – does not require any special organisation or coordination work by teachers.
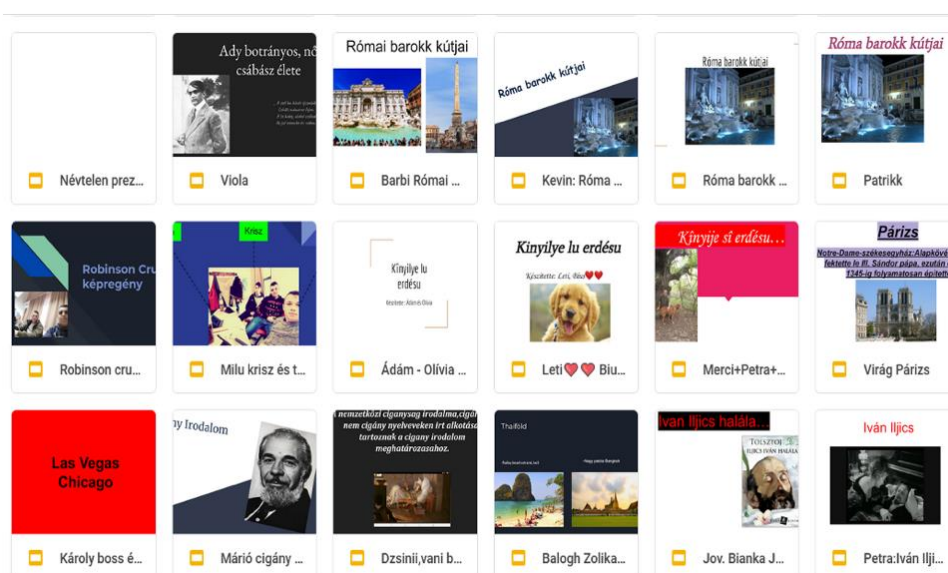
Figure 2
Student work related to several subjects on Google Drive (own source)

3.4. Dictionary creation

The task requires a PPT editor, which is conveniently provided by the free Google Slides app on a device running the android operating system.

The learner collects the terms and concepts to be explained on one side of a split text box and records the explanations on the other side. The sources of the student's explanations can be internet or textbook information, student notes, teacher explanations. Pictures can also be attached to the texts to illustrate the knowledge that has been collected and put together.

It is worth networking the learning tools, using a common email address and setting up a cloud service to automatically save the material to the email. This way, the student can access these works later on, edit and modify the assignment, and open

the same slide on several devices at the same time, thus allowing for pair or group work between students.

By using different sources of information, the task can be used to strengthen the students' ability to acquire information independently and to experience, in a safe environment, the presence of reliable or unreliable information, the difficulty of deciding what is reliable information, and ways of checking information. In the future, this can effectively contribute to the development and strengthening of more conscious Internet use and information literacy.

3.5. Cover design

The technical background for this exercise is again the Google Slides programme. This exercise is based on the basics of PPT creation. The task is to create and edit a pair of slides in which the student creates the front and back cover of an imaginary book cover. The teacher who writes the assignment can specify the necessary elements of the cover that the pupils are expected to produce, taking into account the aim and objectives of the lesson.

The task may include thinking up a title for the imaginary volume, finding an illustration or picture, choosing a quotation that reflects the content of the volume, finding a testimonial on the back cover and finding an additional picture.

The exercise builds on complex and higher level thinking operations. The exercise focuses on the evaluative, analytical and creative use of the information acquired, rather than on organising it.

The aim of the task is to promote the interpretative application of the knowledge already acquired, the selection of information and the development of the ability to produce texts. When working individually or in groups, pupils should mobilise both their independent, critical thinking and creative skills.

3.6. Comic book frames

The task requires the use of a photo-editing application, in addition to Google Slides, which allows the learner to add a text bubble to downloaded images or images taken with the photo-editing application, in which text can be freely inserted, thus allowing the emotion and thoughts of the characters in the images to be displayed, or the situations depicted to be captioned.

Among the other features of the image editing application, it may be useful to have different frames and effects available in the application. The application used in this exercise is the free downloadable Photo Talks.

The goals of the comic book cube making, as a method of digital storytelling, may include content processing, creative content analysis, or emotional connection to a story [17], which can further enhance the process of student engagement in classroom learning.

Figure 3
Comic book frames made by students (own source)

4. Conclusions

In our paper, we applied a task-based approach to distinguish activities supported by mobile technology in the classroom, which builds on both the SAMR model and Bloom's taxonomy in its main elements, but allows for grouping activities based on the characteristics of the use of the device in the classroom. The two categories of task-based typology are called programme-based and creative activity-based practice. The distinction is based on features of the applications used in classroom tablet use, such as the limitations of the user options, the number and type of tasks to be completed, or the built-in assessment and feedback system *(Table 1)*.

Table 1
Characteristics of two categories of task-based typed training: program-based and creative activity-based practice (own design)

Program-based use/tasks	User options	Activity-based exercises
Typically, these include quiz-based, playful, individual, or occasionally collaborative tasks aimed at practicing and recalling knowledge. Examples of platforms facilitating such activities are Quizlet,	Tasks	These tasks are based on student-driven activities aimed at acquiring/expanding information, and involve analyzing and evaluating knowledge through tasks such as creating presentations, comic panels,

Program-based use/tasks	User options	Activity-based exercises
Kahoot, Redmenta, WordWall, Quizizz, among others.		comics, picture dictionaries, covers, and graphic organizers.
These are typically application-specific, pre-programmed, closed-user options that provide typical tasks or applications. Users typically engage in memorization activities such as listing, recalling, identifying, matching, usually on an individual basis, and occasionally in group activities.	Activity	These typically involve creativity-driven, open user options that facilitate activities such as analysis (depiction, illustration, planning, segmentation, simplification), evaluation (comparison, judgment, decision-making, summarization), and creation (compilation, construction, elaboration). They support the simultaneous use of multiple programs and activities for individuals, pairs, and groups.
The use of predetermined methods and built-in evaluation systems.	Evaluation	The evaluation can be freely chosen or designed according to the goals of the class or educator.

In addition to supporting the learning process, the objectives of tablet use in the classroom are aimed at enriching and developing students' knowledge and skills.

In the context of the development of knowledge concepts, the use of the device aims to reinforce skill-based knowledge. In line with the findings of Benő Csapó, the focus of the tablet-based lessons is on information processing and thinking skills (2008).

An important experience in curriculum processing is the use of the curriculum as a tool for skill development, which is nothing other than skill development embedded in content. Here, the aim is not only to teach the content of the curriculum, but also to use the curriculum to help develop different skills [10].

In addition to/instead of data memorisation, the creative activity-based use of the tablet-based tool builds on learner activities that focus on the development of the ability to acquire, organise and reuse knowledge in the learning process, and help to develop and strengthen these skills.

The most important feature of the creative use of tools is that the learner becomes an active participant in the process of knowledge acquisition, moving from a passive, receptive role. During the creative activity-based use of tablets, the learning process becomes task-oriented and activity-centred [1] task completion based on individual solutions is emphasised, and there is room and opportunity for the development of

creative student attitudes and ideas. Student task completion requires reflective and critical thinking, which is an integral part of active classroom activity.

Another experience related to the use of tools is the transformation of the role of the teacher in the classroom. In addition to the traditional role of knowledge transfer, the role of facilitator is coming to the fore, with the teacher supporting the learner in the background. There are many different ways in which this can be done, but they all have in common that the teacher works to create effective learning conditions in the classroom, rather than transferring knowledge and curriculum, so that the learning process rather than teaching is the focus of classroom activities.

5. Summary

In this paper, we have briefly outlined the differentiation of the ways of using tools in the classroom on a task basis in relation to the experience of tablet-based teaching.

In developing the conceptual framework for program-based and creative activity-based tablet use, the focus of the distinction has been on the complexity of the thinking operations that can be associated with the learning activity and the principles of active learning. The aim of the distinction is to identify more clearly the ways and possibilities of ICT use in the context of lesson planning that can effectively support the implementation of active learning in the classroom and the involvement of students in the learning process.

In a second-chance school, tablet-supported teaching can help to meet the expectations of modern teaching-learning processes that emphasise the learning process over the teaching process. The experience of using tablets can be applied to practical ways of engaging and activating learners in the classroom, developing different learner competences and repositioning teaching in a multidimensional way.

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INFORMATION LITERACY IN THE NATIONAL CURRICULUM

Abstract: Manuel Castells identifies the end of the 20th and the beginning of the 21st century as the information age, in which the organised production, storage, retrieval and use of information play a central role, and with the help of new structural elements and networks, a kind of "network society" emerges with its new institutions [15]. The logic of the information society affects everyone, most activities and operations are information-based, therefore digital and information literacy are indispensable for an active participation in the new society. In the information age, human activities can only be understood in the context of information processes, and the development of digital and information literacy are therefore inevitable.

This study aims to examine how information activities are present in the Hungarian National Curriculum 2020. Using the methodology of content analysis, I examined the document and concluded that information operations are present as requirements in the curriculum, representing a modern constructivist approach to learning, but that the frequency of each operations is unbalanced.

Keywords: information-based operation, information search process, stages of information seeking

1. Introduction

In 1974, Paul G. Zurkowski [17] was the first to define information literacy as the techniques and skills necessary for utilizing the wide range of information tools and primary sources, the ability to measure the value of information, and to mould information to one's needs and problems. His definition emphasizes the components that enable individuals 'to handle' information.

Robinson [1] defines information literacy (IL) as a discipline that deals with recorded information; it focuses on the nature and components of information; and is based on both long-standing perspectives and more modern insights.

Information literacy is defined as a complex information-related activity. It is the ability to think critically and make balanced judgements about any information we find and use. It empowers us as citizens to express informed views and to fully engage with society. This definition goes beyond the view that information literacy is simply a set of skills for discovering, evaluating and using information [2]. It proposes that information literacy relates to digital content, print, data, images and the spoken word. It also points out that information literacy is related to and overlaps with other literacies, such as digital literacy, citizenship, education, workplace, media literacy, everyday life, physical and mental health [3].

It has become evident that information literacy is an interdisciplinary field of research, but also a field of theoretical and practical knowledge for librarians [4]. Models of literacy account for an increasing diversity and integration of modes of meaning-making (textual, visual, audio, spatial or behavioural) (New London Group [5]), and this diversity often reflects radically different approaches. Literacy is described as a social practice consisting of a potentially infinite number of different literacies (multiliteracies). Theorists have proposed a holistic approach to literacy related to active citizenship and community (knowledge) building [6].

2. Theoretical background

In the era of Big Data, where we are witnessing an exponential growth in the amount of structured and unstructured information, processing of data and information is becoming increasingly valuable. Accessing and using information is a key information literacy skill for managing large amounts of data with diverse content [7].

The most common approach to information literacy in pedagogical literature is the constructivist approach, which emphasizes that learners are active builders of meaning and learner autonomy and independence should be promoted [8]. The constructivist view also implies networking and therefore seeks to address the critical issue of processing large amounts of information [9].

The ISP model proposed by Kuhlthau embodies the constructivist approach to information literacy [8], [10].

This theory suggests that an information-literate individual should be able to cope with the information chaos and the anxiety resulting from it, to solve complex information-related problems and create new meanings from the information available. Accordingly, the pedagogy of information literacy expresses an ideal that learners should become self-directed, self-sufficient, "able to make their world rather than conforming to the world made by others" [11].

The ISP (information search process) model describes common experiences in the process of information seeking in complex tasks that require considerable knowledge construction and learning. It reveals a search process in which an individual is seeking meaning. The primary objective of information seeking is to accomplish the task that initiates the search, not merely to collect information as an end in itself. In the ISP model information seeking is a means to accomplish a goal [10].

The stages of information seeking are the following *(Figure 1)*:

Initiation: the first time a person becomes aware of a lack of knowledge or understanding, often accompanied by feelings of uncertainty and apprehension.

Selection: when a general topic or problem is identified, and initial uncertainty often gives way to a brief feeling of optimism and motivation to begin the search.

Exploration: when a person encounters contradictory, inconsistent information and uncertainty, confusion and doubt increase; information discovered can increase uncertainty and reduce confidence.

Formulation: when a focused perspective is formed and uncertainty is reduced, confidence begins to increase.

Collection: when information related to the focused perspective is gathered and uncertainty decreases as interest and engagement deepen.

Presentation: when the search is completed with a new understanding that enables the individual to explain the process of cognition (learning) and its outcome to others, or put the learning to use [10], [12].

Model of the Information Search Process

	Initiation	Selection	Exploration	Formulation	Collection	Presentation	Assesment
Feeling (Affective)	Uncertainty	Optimism	Confusion Frustration Doubt	Clarity	Sense of direction/ Confidence	Satisfaction or Dissapointment	Sense of Accomplisment
Thoughts (Cognitive)	vague →			focused →	increased	interest	increased self-awareness
Actions (Physical)	seeking	relevant Exploring	information	seeking →	pertinent Documenting	information	

Figure 1. The ISP model (own editing)

Kuhlthau also discussed the corollaries of information uncertainty, the pedagogical implications of which need to be taken into account when developing information literacy in schools [10].

I. Process corollary

Information seeking involves construction in which the person actively pursues understanding and seeks meaning. The process is usually experienced as a series of thoughts and feelings that shift from vague and anxious to clear and confident, as the search progresses [10].

II. Formulation corollary

Understanding is a cognitive process that focuses on grasping the meaning, as well as defining the topic. The formulation of **focus** or a guiding idea is a pivotal point when a general topic becomes clearer and a particular perspective emerges as the person moves from uncertainty to understanding [10].

III. Redundancy corollary takes into account the unexpected and the known

The interplay of redundant information and encountering what is unexpected or unique creates tension. Redundant information fits into what the user already knows and is readily recognized as being relevant or not. Unique, new information extends knowledge and does not match the user's existing knowledge and constructs, so they have to reconstruct their knowledge in order to recognize the new information as useful.

Too much redundant information leads to boredom, while too much new information causes anxiety. The lack of redundancy in the early stages of ISP may

be the underlying cause of anxiety related to uncertainty. Meanwhile, uncertainty may decrease as redundancy increases (Kuhlthau 2004).

IV. Mood corollary – Assuming a stand or attitude

The stance or attitude a person adopts opens or closes the range of possibilities in the search for meaning. According to Kelly [13], [16], language shapes our attitude to the world. He distinguishes between indicative and invitational moods. The indicative mood purports to indicate the way things are. The invitational mood perceives meaning as a possibility, and thus encourages us to search for further meanings (it evokes a sense of adventure, which in this situation means further thinking). The invitational mood leads to more expansive, exploratory actions, perceiving meaning-making as a possibility. The indicative mood prefers conclusive actions that lead to closure. The mood of the person is likely to change during the ISP. The invitational mood may be useful in the early stages and the indicative mood in the later stages of the information process [10].

V. Prediction corollary – choices based on expectations

ISP is a set of personal choices based on a person's predictions of what will happen if a particular action is taken. People make predictions derived from constructs built on past experience about what resources, information, and strategies will be appropriate and effective. These predictions lead to the choices made in the stages of ISP. People develop expectations and formulate predictions about the resources used or not used, the sequence in which resources will be used, and the information selected from the resources as appropriate, relevant or not. Relevance is not absolute or constant, but varies considerably from person to person. People make choices based on their expectations [10].

VI. Interest corollary – increasing intellectual engagement

Interest increases as the learner formulates the object and method of discovery, i.e. uncertainty decreases. Interest continues to increase after the person has formed a focus and understands the topic sufficiently to become intellectually engaged. Motivation and intellectual engagement intensify along with construction [10].
The constructivist perspective also facilitates a shift from knowledge transfer to knowledge construction in the focus of teachers and librarians responsible for information literacy development, so that information users are identified not as passive recipients of information but as meaning-determining agents.

3. Methodology

Based on the theoretical framework presented, we set out to examine the requirements of the National Core Curriculum (NCC) (2020) in the light of the constructivist framework of information literacy. We aimed to investigate how the constructivist information approach is applied in the regulatory document in view of

the theory presented in the context of information literacy. Is information literacy development reflected at the level of regulations, and if so, in what way?

The MAXQDA content analysis software was *used for analysing* the text of the National Curriculum (2020). A set of concepts describing the information process were selected. We assumed that there was no information paradigm underlying the document, consequently the categories of operations were constructed according to information logic. Based on the frequencies calculated and the operations found, 5 sets of operations and 33 operations can be identified. In some cases, concepts have been merged, but in most cases single or even double occurrences were dealt with separately, as they represented different information operations. The second column of *Table 1* presents the sets of operations and individual operations found. Comparing it to the ISP model, we found that the information operation groups correspond to the stages of the ISP model. The model distinguishes between selection and exploration; however, no clear distinction can be made between these two set of operations in the document under scrutiny. Instead, a broad set of information processing operations can be distinguished (see *Table 1*). The findings show that the modern constructivist approach to the information process is present in the National Curriculum 2000 [14], i.e. the learner is perceived as an active agent in their own information process, engaging in meaning and knowledge construction.

Table 1

*The sets of information operations in the National Curriculum (2020)
and analogy to the ISP model*

MODEL OF THE INFORMATION SEARCH PROCESS (Kuhlthau, C. C. 2004)	NCC 2020 – INFORMATION PROCESSES AND OPERATIONS
SELECTION: when a general topic or problem is identified and the initial uncertainty often gives way to a brief feeling of optimism and motivation to begin the search. INITIATION: the first time a person becomes aware of a lack of knowledge or understanding, often accompanied by feelings of uncertainty and apprehension.	PROCESSING (10) understand, interpret, comprehend, evaluate analyse, integrate, select critical information, select relevant information, reflect, select reliable information
FORMULATION: when a focused perspective is formed and uncertainty is reduced, confidence begins to increase.	INTEGRATION (2) interconnect, systemize
PRESENTATION: when the search is completed with a new understanding that enables the individual to explain the process of cognition (learning) and its outcome to others, or put the learning to use.	APPLICATION (7) represent, use, apply shape, share, transform create

EXPLORATION: when a person encounters contradictory, inconsistent information and uncertainty, confusion and doubt increase; information found can increase uncertainty and reduce confidence.	EXPLORATION (9) know, learn, identify name, observe, find, (explore) research, discover reference
COLLECTION: when information related to the focused perspective is gathered and uncertainty decreases as interest and engagement deepen	COLLECTION (5) sort, collect, separate, select, choose

4. Findings

The absolute and relative frequencies of the operations show that at the level of regulations, information processing receives the greatest emphasis (47.67%), followed by information exploration (21.44%) and application (21.44%). Information integration and collection receive less emphasis in the information process.

In the information society, the role of the school as an institution is to transmit useful knowledge to future generations, which it systematically and methodically processed by the learners during the study years. This is reflected in the frequency of operations. In this approach, the operations of exploration are best practised through resources that are primarily related to the so-called "useful" knowledge found in the NCC. In an information-intensive society, the ability to collect explore, integrate and apply new information is also highly valued. These sets of operations are somewhat less represented in the regulatory document. The frequency of sets of operations reflects a content-focused approach, where the focus is on information processing. In practice, the proportions of information processes should be balanced, as in the information society, navigating, processing and using information are equally important processes.
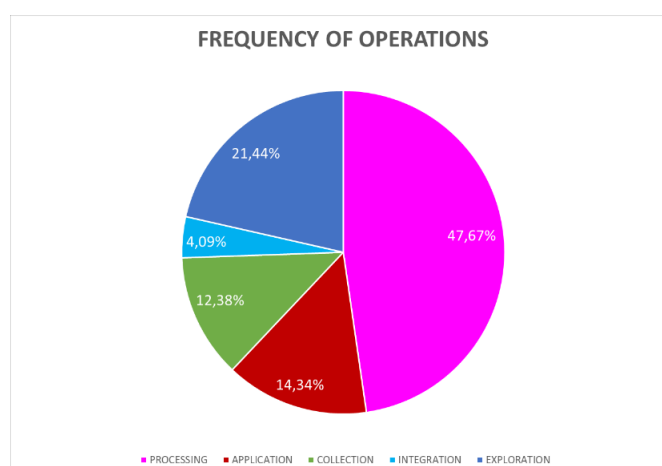
Figure 2. *Distribution of the frequency of information operations in Nationl Curriculum (2020)*

Based on the frequency of operations, content-focused operations are even more significant. The operations of understanding (203; 25.53%), interpreting (49; 6.16), knowing (79; 9.93%) occur most frequently in the document. Content-focused operations account for 41.62% of all information operations in the regulatory document (see *Figure 3*, *Table 2*).
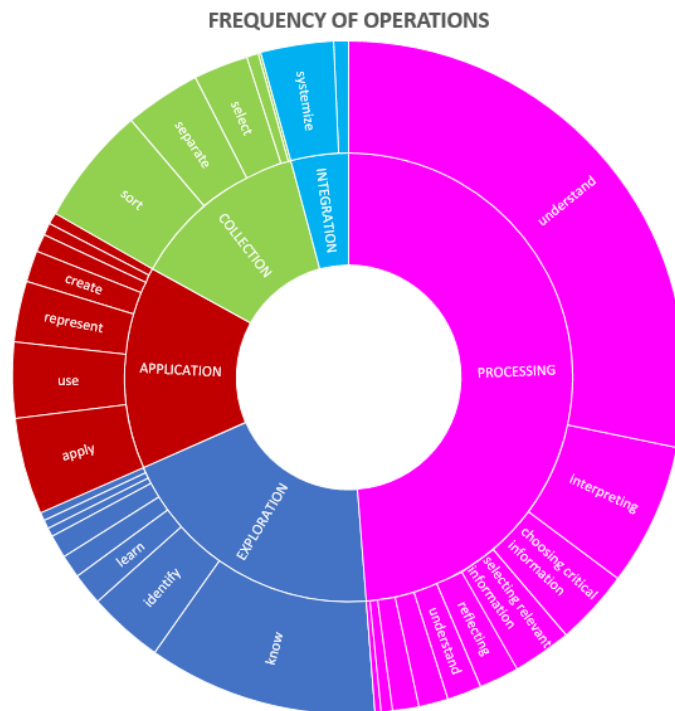
***Figure 3.** The proportion of information operations in NCC 2020*

Table 2

The frequency of operations

understand	203	sort	41
interpreting	49	select	19
appreciating	9	choose	1
understand	12	separate	26
integrates	2	collect	4
analyses	4	interconnect	5
choosing critical information	26	systemize	25
selecting relevant information	20	identify	26
reflecting	14	know	79

choosing reliable information	10	name	8
represent	21	observe	8
use	26	learn	11
apply	33	explore	3
shape	6	discover	3
share	4	reference	3
transform	4		
create	11		

Examining information operations in terms of disciplines *(Figure 4)*, it can be observed that there are disciplines where the operations of the information process are represented in a balanced proportion, while other disciplines are dominated by certain sets of operations. The latter can be explained by the nature of the discipline (e. g. physical education or music), however there are cases when the nature of the discipline does not account for this (e. g. geography). The example presents the fields of hungarian language and literature, mathematics, history, chemistry and geography.

The distribution of operations shows that in the field of Hungarian language study the entire information process is represented at the level of requirements, with the focus of information processing. The fields of study of mathematics and history show similarities, with the focus of application. However, all sets of operations are represented, thus the requirements of the disciplines address the information processing process in its entirety. In the case of chemistry, alongside the over-dominance of information processing each set of operations is represented by one operation. However integration operations are absent, i.e. the regulatory document incompletely represents the information process. Finally, two sets of operations were identified in the field of geography: processing, which is over-represented, and exploration, which is less represented.
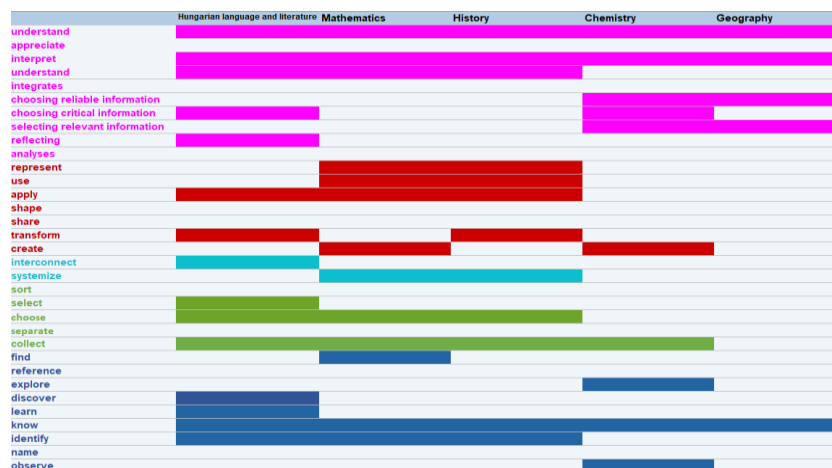

Figure 4. *The proportion of information operations in disciplines*

5. Conclusions

Findings shows that National Curriculum 2020 represents a modern constructivist approach to information literacy.

The processes of information literacy are unevenly represented in the regulatory document (processing, integration, application, collection, exploration), with processing being the dominant set of operations.

Examining the disciplines we found that sometimes they do not reflect the information process due to their specific nature (such as physical education) or due to the absence of an information paradigm. Further investigation of these areas could shed more light on the findings.

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THE INTERNATIONALIZATION OF HUNGARIAN HIGHER EDUCATION: ENGLISH MAJORS' VIEWS ON THE DEVELOPMENT OF THEIR INTERCULTURAL COMPETENCE

Abstract: The present study explores the development of EFL students' intercultural competence (IC) in BA, MA, PhD, and the Teacher Training programme at a Hungarian university. It examines students' attitudes regarding the implementation of IC in their cultural and intercultural courses. Additionally, it aims to scrutinize the influence of these courses on students' IC. To achieve these objectives, the IC definition and model proposed by Barrett et al. (2014) were used. Group interviews were conducted with students participating in courses at the BA, MA, and PhD levels, as well as in the Teacher Training programme. The results indicated that the interviewees had mixed attitudes toward the topics, activities, and materials used by the course tutors. Some of the positive topics were learning about the Aborigines and refugees in Australia. They also praised the use of cultural products, which contributed to the development of their knowledge of the target culture. The findings also suggested that the participants did not appreciate the lack of in-depth analysis of the cultural behaviours or practices discussed. It was found that the courses that the interviewees enrolled in potentially helped cultivate their respect for different cultures and show greater tolerance in unfamiliar situations through learning about the role of culture in shaping people's behaviours. Moreover, their intercultural skills appeared to develop as a result of the knowledge gained from their courses; for example, they learned about the significance of asking questions as well as active listening to ensure successful intercultural interaction. All the participants highlighted the importance of the development of their IC. Particularly, students in the teacher training programme underlined the significance of integrating IC into their teaching practice. It is worth noting that further and more detailed information about how IC development is included in methodology courses could yield rich data regarding the impact of IC promotion in the teacher training programme.

Keywords: intercultural competence, EFL, students

1. Introduction

In light of accelerating globalisation and more frequent contact between people from different cultural contexts and various backgrounds, the acquisition of *intercultural competence* (IC) is becoming increasingly important for the creation of mutual understanding and healthy relationships among diverse individuals as well as the overcoming of cultural misunderstandings [1], [2], [3], [4]. In foreign language teaching (FLT), there is a growing push to prepare learners for living in a multicultural world [5], [6]. As such, the cultivation of communicative competence should be paralleled with the development of IC. Otherwise, foreign language

students might risk becoming *"fluent fools"* [7] who can speak the target language but are not knowledgeable in regard to relevant cultural contexts and meanings.

Barrett and his colleagues [8] provide a definition of IC as a combination of attitudes, knowledge, understanding and skills applied through action which enables one, either singly or together with others, to understand and respect people who are perceived to have different cultural affiliations from oneself; respond appropriately, effectively and respectfully when interacting and communicating with such people; establish positive and constructive relationships with such people; understand oneself and one's own multiple cultural affiliations through encounters with cultural difference. (pp. 16–17)

They defined IC as an integration of attitudes of respect, openness to, and curiosity towards different cultures, understanding of one's and others' cultures. Moreover, the definition encompasses skills such as of multiperspectivity, interpretation, linguistic, discourse and sociolinguistic. The actions component reflects an active engagement in intercultural interactions and challenging attitudes that violate human rights. The present research uses the definition proposed by Barrett and his colleagues [8] as it highlights the dimension of actions, which is overlooked in other definitions in the field of intercultural communication. Therefore, this definition, including the IC elements are useful as they offer a comprehensive set of criteria for evaluating the participants' IC.

2. Purpose

The purpose of this research is twofold: first it aims to examine how the students in question view their courses, which feature cultural and intercultural content, second it seeks to scrutinise the influence of cultural and intercultural courses on students' IC. These two objectives will be answered through the following two research questions:

- How do English major students participating in courses developing intercultural competence at a Hungarian university view their courses?
- What role do English major programmes in a Hungarian university play in preparing students be interculturally competent?

3. Methods

3.1. Setting and Participants

This research is conducted at a Hungarian university in Budapest with an internationally recognized institute for English and American Studies. In this study, group interviews were conducted with EFL students taking part in courses at the BA, MA and PhD levels, and in the Teacher Training programme between December 2019 and July 2020. The students included Hungarians as well as international students. Some students were taking cultural or intercultural courses for the first time while others had already taken such courses in previous semesters. For the majority of the courses, four students were interviewed. They were selected according to their nationality. Although the participants were selected, their participation in the present

research was voluntary. Not all of the selected students accepted to be interviewed, but the majority of them did; as such only eleven group interviews were conducted from the fourteen observed courses. However, in the 'American popular culture A' course, only one student volunteered for the interview.

Table 1 gives an overview of the students interviewed. The participants were given a pseudonym reflecting their nationality and gender as well as a code. As for the code, Gint stands for "group interview" and is followed by a number which shows the number of the group; the S in the code stands for "student" and is followed by a number for identifying the students in the groups.

Before the group interviews, the participants were informed of the aim of the study and the expected length of the interview. The interviews were audio-recorded and lasted for approximately an hour and a half. The students had to sign a consent form so that the interview could be recorded. They were also invited to choose a pseudonym that reflected their nationality and gender to ensure anonymity *(Table 1)*.

Table 1

An Overview of the Students Interviewed

Interviewee	Code	Gender	Nationality	Course	Programme
Luca	Gint1S1	Female	Hungarian	Australia through documentaries	BA
Anna	Gint1S2	Female	Hungarian		
Sarolta	Gint1S3	Female	Hungarian		
Kata	Gint2S1	Female	Hungarian	American culture	Teacher Training
Blanka	Gint2S2	Female	Hungarian		
Aicha	Gint3S1	Female	Turkish	Language education for intercultural competence development	PhD
Pedro	Gint3S2	Male	Brazilian		
Anna	Gint4S1	Female	Hungarian	Australian Aboriginal issues	BA
Kassie	Gint4S2	Female	Chinese		
Manchu	Gint4S3	Female	Chinese		
Nazem	Gint4S4	Female	Kazakh		
János	Gint5S1	Male	Hungarian	Communicating across Cultures	BA
Gábor	Gint5S2	Male	Hungarian		
Lee	Gint5S3	Male	Chinese		
Hu	Gint5S4	Male	Chinese		
Khadija	Gint5S5	Female	Libyan		
Zsuzsa	Gint6S1	Female	Hungarian	American popular culture	BA
Andrea	Gint7S1	Female	Hungarian	Challenging stereotypes	Teacher Training
Anna	Gint7S2	Female	Hungarian		

3.2. Data analysis

In this study, thematic analysis was employed to analyse the data obtained from group interviews. After transcription, the interviews were coded. I iteratively reviewed the data and identified potential themes which were used to group the data.

4. Results

The results are grouped as follows: the participants' views about what they liked and disliked with regards to the topics, activities, and materials included.

4.1. Topics

The interviewees were asked about the topics that they found interesting or relevant to the subject matter of the course. They also identified the topics that they did not enjoy and, in some cases, proposed other topics which could be included.

4.1.1. Preferred topics

Learning about the history of Australia was favoured by the interviewees, for instance, Gint4S1 considered it to be an "eye-opener". The participants reported that the course "Australia through documentaries" and "Australian Aboriginal issues", developed their knowledge about Australian culture, as reflected in the following comments:

I had no knowledge whatsoever about, for example, the society and Aborigines. I think the course provided cultural enrichment. (Gint1S1)

The new information for me was the Aboriginal aspects of immigration and integration throughout Australia's history. (Gint1S2)

Learning about the history of Aboriginal people aimed to cultivate the interviewees' attitudes of empathy and respect for others through providing a comprehensive understanding of the difficulties faced by the Aborigines. Learning about the challenging history of native Australians appeared to foster participants' appreciation for the divergence of people's experiences. As Gint4S4 commented,

I think this course helps you respect other cultures and be tolerant. (Gint4S4)

Moreover, discussing this topic seemed to indirectly develop their skills of interpreting information and relating it to other contexts. Although there was a lack of explicit comparison made between Australian and Hungarian cultures regarding their history, the interviewed students nonetheless examined the similarities and dissimilarities between the two cultures. This suggests that their relating skills seemed to be developed and that they appeared to learn how to link their experiences to other contexts. This can be seen in this excerpt from the interview with Gint4S4:

I can identify with the Aboriginals' struggle because they have partly lost their cultural features. In my culture, I had the same situation. We had this "cold war" with the Russians, and till now, we had their influence. For example, most people in my country speak Russian very well, and they started to abandon their own language.

This is also what happened to the Aborigines; they speak English and abandon their language because white people say they need to speak English. (Gint4S4)

This example reflects the essence of the observed courses with cultural and intercultural content. Raising the interviewees' awareness of a specific culture was not enough to make them interculturally competent, however, as mentioned in the comment above, developing intercultural skills could help them examine a given culture objectively and relate it to their own. Due to the lack of time and the diverse issues and topics to be addressed in the class, it was impossible for the tutors to cover all of the relevant topics. Nonetheless, the interviewees in this course were more independent and seemed to develop their knowledge and skills, as mentioned by Gint4S4 above.

Learning about refugees and their experience in Australia was also appreciated by one interviewee. Although there was overall agreement among the four interviewees that all the topics discussed in the course "Australia through documentaries" were relevant and interesting to them, Gint1S3 found the topic of refugees particularly interesting:

When we talked about the refugees, that was unexpected because I have been in this university for six years. We have not talked about this refugee problem in Australia and any other country. I find it useful. I liked it and opened my eyes.

This result showed that certain topics should be incorporated into cultural and intercultural courses. The topic of refugees, for example, is relevant not only in educational institutions but for society at large. Controversial topics can engage and encourage students' critical thinking skills, but only if they are planned carefully. Referring to Barrett and his colleagues' (2014) model, these topics appeared to promote human rights among students and to encourage tolerance and empathy through a comprehensive understanding of the challenges faced by the refugees. This finding contrasts with Jabeen and Shah's study [9], in which it was found that Pakistani governmental institutions neglected students' IC development and critical thinking.

Topics such as the stages of acculturation, schemas and cues, politeness strategies, and non-verbal behaviour were favoured by the interviewees in the course "Communicating across cultures" [10]. Gint5S5, for example, specifically enjoyed reading about the stages of acculturation:

The stages of acculturation are relevant to me. The teacher said that the first thing you feel when coming to foreign countries is a tourist, then a survivor, then you feel stressed, and then you get into a new stage. On top of this was the citizen, which does not mean having necessarily citizenship, but you just feel that you are used to things. The first time I came to Hungary, I felt the same thing that he explained.

The course content on the stages of acculturation was practical and useful for the interviewed students, particularly those living in a new country. Examining the topic

seemed to develop their awareness of the different stages they themselves were experiencing and, consequently, they could learn how to navigate the different stages of the acculturation process [10]. This was further affirmed by Gint5S5:

I understand why I went through obstacles as a foreigner. (Gint5S5)

Gint5S2 enjoyed reading about the schemas and cues people use during intercultural interaction. In his view, learning about these two concepts could help racism towards those from different cultures. This is present in the following interview excerpt:

For me, these schemas and cues and preconceptions of people were interesting, how to tackle them, how to solve them, and how to live without them, how not to be racist. (Gint5S2)

The comments suggests that this topic aimed to raise the participants' interpreting and relating skills. By acquiring knowledge about these two notions, the students could challenge and question their own preconceptions. This could result in the promotion of intercultural attitudes such as open-mindedness and acceptance of those from other cultures. Gint5S5 commented that the passages about politeness strategies would be particularly helpful when traveling abroad. The importance of other topics was also highlighted, such as non-verbal behaviour. Gint5S4 described it:

I noticed some differences between the countries. For example, people share the same gesture, but it has a different meaning. Also, there are some misunderstandings that can occur because of that. (Gint5S4)

Learning that non-verbal behaviours and politeness strategies differ from culture to culture could develop students' knowledge about their own culture and identify the ways in which these cultures vary from their own. In addition, discussing these topics can enhance students' cultural sensitivity, which can lead to an increased mindfulness of differences in students' future intercultural interactions.

Learning about power distance and stereotypes was notably interesting for the interviewees in the course "Intercultural communication", although some opinions differed as seen in the following excerpts:

We discussed during the other classes the different kinds of communication that you can maybe deal with working in companies, and I was very interested in power distance, which is a topic of my essay. I wanted to go deeper, and I applied practical application to that. (Gint10S2)

The topic of stereotypes is interesting. I had a stereotype for a long time, and that stereotype was based on my culture, and I thought that European people are one group of culture. (Gint10S4)

Discussing power distance could raise students' awareness of hierarchy; this is a relevant topic for many students, as some of them will likely go on to work at

international companies after graduating. Discussing hierarchy in class could provide them an idea of how to engage in successful communication in business contexts. Furthermore, learning about stereotypes could help to develop the participants' attitudes of open-mindedness and to challenge and overcome their prejudices.

Other topics that were highly valued by the interviewee's include active listening and cultural dimensions. In the MA course "Skills for intercultural communication", two interviewees, Gint9S2 and Gint9S1, were interested in the topics of how to listen effectively and cultural dimensions:

My favourite topic was about listening how to listen effectively because I didn't think about this before and it made me think about it and to apply some rules. (Gint9S2)
For me, all of the topics are interesting. Actually, I really interested in the topics about cultural dimensions because I am studying in an international environment. (Gint9S1)

The students' attitudes of empathy could be promoted by learning about the significance of active and effective listening. By listening attentively, students can focus on the perspectives and feelings of their interlocutors. In addition, discussing cultural dimensions could foster students' awareness of the impact of beliefs and values on people's cultural practices. This could result in increased tolerance when interacting with people from other cultures.

Topics related to big C culture related to British culture (e. g., cuisine, habits, the British royal family, Freddie Mercury, and Englishness) were greatly appreciated. For example, learning about British cuisine could promote students' understanding of the cultural relevance of certain British dishes. The interviewees' answers further confirmed that their knowledge about the target culture was enhanced. For example, Gint7S2 claimed that their knowledge about British class systems was improved through the course:

[…] I learned many facts about the British, about the social classes. I think it was important that we talked about it because some of us has never been to England. (Gint7S2)

The examination of big C culture alone is not enough to contribute to the development of students' IC. It would be more informative to include aspects of small c culture in order to help students gain a deeper understanding of the target culture.

All of the topics examined in the PhD course "Language education for intercultural competence development" were greatly valued by the students. According to the interviewees, they discussed IC research in different national contexts and its incorporation into language courses. Gint3S1 and Gint3S2 mentioned the following:

Actually, the topics I have had so far, were very interesting, because we discussed many different issues all around the world, in different parts of the world. (Gint3S1)
They are really interesting as they show how students react all over the world to the idea of understanding another culture. (Gint3S2)

Learning about theoretical and practical topics related to IC likely provided students with insight into conducting their research and implementing IC development in their courses. For example, by examining the methods used in other research studies, the participants could learn how to decide on the most appropriate methods to use in their own research. Furthermore, the students' awareness of effective strategies to develop learners' IC was enhanced through learning about how IC promotion can be implemented in language courses.

4.1.2. Topics criticised by students

Some interviewees reported an aversion to discussing politics. One interviewee who took the course "Australia through documentaries" said that the topics were more political towards the end of the course, which they did not appreciate. As Gint1S1 said:

I do not think people were comfortable sharing their opinions on those topics, between 'strangers' in this environment. (Gint1S1)

This course was taught online, which may explain the reason for why students were not comfortable with sharing sensitive information. Interestingly, other interviewees in the course "Australia through documentaries" described controversial topics as *"relevant"* and *"engaging"*. This result partly supports the results of Bagui and Addar's study [11], which showed that Algerian students expressed a disinclination towards topics such as homosexuality and religion. Discussing controversial topics presented an opportunity to examine different views and the reasons why a given topic is controversial. This could result in enhancing students' appreciation of different values and viewpoints. By gaining insight into the underlying values behind various norms and beliefs, students could develop greater empathy and respect towards those holding diverse opinions. Moreover, by scrutinizing various arguments, students could gain the ability to critically assess the strengths and weaknesses of different stances.

All of the interviewees in the course "American popular culture (B)" agreed that their knowledge about American culture did not develop over the semester as they already knew most of the information presented to them. Therefore, they presented the following content suggestions:

More contemporary topics. (Gint11S4)

I would have loved to have a presentation on television studies or even to have an entire class on the topic of what TV teaches people. (Gint11S3)

I would like to see a comparison with other pop cultures may be other than the American one. (Gint11S2)

Another suggestion was learning about the native speaker tutor's experiences. The interviewees who attended the course "British culture" also expressed their motivation to explore the personal stories of their tutor. Gint8S1 proposed

to hear [the tutor's] own stories, how he lived, or how he thinks about his own culture, the history and the people of Blackpool. (The tutor is from Blackpool in Britain)

By sharing details about his own culture, the tutor could offer students an insider's perspective about the target culture.

4.2. Activities

The interviewees also commented on the activities used in the courses. They identified the activities that they thought were the most relevant to the course and to the development of their IC. They also mentioned the activities which they found to be the least effective or enjoyable.

4.2.1. Preferred activities

Watching and interpreting videos was identified as the most preferred activity in the course "American popular culture (A)". When the course went online, the course tutor excluded this activity, a decision which was not popular among the students. This was echoed by the interviewees who took the "British culture" course, who reported that they particularly enjoyed watching the series Blackpool. These materials were effective in developing students' IC as the course tutors could draw on the students' preferences, thus increasing their concentration on the content. This finding is similar to that of Young and Sachdev [12], who also revealed that tutors in the USA, UK, and France believed that to develop students' IC, videos from the target culture should be used. The use of videos could be helpful to enhance students' IC. As students are fond of such materials, videos could be both meaningful and interesting to the learners.

Other well-received activities that were identified by the interviewees were the end term writing tests in the BA course "Australia through documentaries" as well as the presentations in the MA course "Skills for intercultural communication". In both cases, the respondents enjoyed the freedom that they were given regarding the choice of their topic. However, the tutor of the BA course did limit the theme of the readings to social issues in Australia. Regarding this freedom of choice, Gint1S2 and Gint9S4 said the following:

I could choose something suitable for me, and I was interested in, and then I could also research it. (Gint1S2)

The tutor gave us two times presentations and only one of them should be related to the topics. It allows us to discuss something more rather than what is mentioned in the syllabus. (Gint9S4)

The interviewed students researched and analysed cultural aspects that they were interested in. Giving learners the option to write or present on a topic of their choice was seen as an effective way to increase their motivation for the activity, as they are more likely to be passionate about a topic which they have chosen. This could also lead to a better understanding of the chosen topic. Moreover, by researching a topic

that intrigues them, the respondents could be encouraged to examine it from different perspectives, which could develop their skills of multiperspectivity as well as their capacity to take other people's viewpoints into consideration and decentre their own. Interactive activities including debates, role-plays, and games were the most well-received activities in many of the BA courses. For example, in the course "Australian Aboriginal issues", Gint4S3 recalled the following:

I think as university students we can discuss more in class like I remember one day we had a debate an Aboriginal skull and whether to keep it in [a museum in] in England or Australia. That impressed me a lot. (Gint4S3)

The students enjoyed debates, which presented them with an opportunity to develop their empathy through better understanding of the perspectives of others and responding to them. The activity also improved their abilities to evaluate cultural beliefs and practices as well as to explain their own points of view. In addition, by engaging in discussion with those holding different perspectives, students had the opportunity to develop attitudes of respect towards people with different opinions. The use of games was another activity that was viewed positively. This was expressed by Gint4S2, who reflected on the course tutor:

Always gives us some games. We can play games to improve our knowledge. Today's activities (clapping and making noises) were exciting. Through the activities, we could feel the Aborigines' life. (Gint4S2)

This activity has learning potential considering the inclusion of aspects of Aboriginal culture. For instance, in the clapping game mentioned by Gint4S2, students could experience and learn about the rhythms and music that were essential in the lives of Australis's indigenous people.

Sharing instances of culture clash was the most favoured activity in the course "Intercultural communication". There was overall agreement among the four interviewees that simulating intercultural clashes had a positive impact on their development of their intercultural knowledge. Gint10S4 revealed that through this activity, they compared their own culture to the target culture:

[…] one clash I remember was when one girl said, in Hungary when you come in the house; you have to take off your shoes […] I am from Japan. We have the same cultural custom, but I found one difference between Hungary and Japan: in Japan, when you come into the house, in the entrance there is a step, and you take off your shoes downstairs, and then you can go into the house. So, you cannot miss taking off the shoes, but in Hungary, there is no step. (Gint10S4)

Simulating intercultural clashes was considered an effective activity to develop the interviewees' IC as it helped them learn how to analyse misunderstandings. Moreover, this activity had the potential to foster the participants' critical thinking skills by encouraging them to consider different perspectives. By examining

different values and practices, they could be motivated to question behaviours which may be taken for granted. Scrutinising intercultural clashes could also develop their ability to switch between different cultural perspectives, which could lead to a development in their cognitive flexibility. This was further confirmed by the interviewees:

[…] reminds you that you need to tolerate, accept diversity and respect our people with opinions (Gint10S2).

I liked how the professor used the intercultural clashes for critical thinking. She would ask questions like, what do you think about this? Why do you think this happened? Do you think if this happened to the other person, they would perceive it like this? So, many questions made us think (Gint10S3).

[…] the things that we discussed or shared are more about some kind of particular, we cannot generalise them, but still, it would give us some idea how other people would behave in this kind of situation, or what we could we expect from them (Gint10S1).

These findings can be explained by considering that the development of such skills could result in more successful intercultural interactions.

Furthermore, the incorporation of the online learning management system Moodle into the teaching of intercultural content was appreciated by the participants. This platform was used both by the tutors and students at the university for various purposes, such as for uploading reading materials. The five interviewees who took the course "Communicating across cultures" expressed their appreciation for the implementation of Moodle. They supported the use of the platform, stating that it helped them share and reflect on their intercultural experiences and learn from each other's stories [10]. Among the positive comments, Gint5S2 described how learners in the course,

[…] had to read each other's homework, write reflections, and comment on them. So, the whole atmosphere was connected. And I think that was the goal, and he managed to do it. Doing this activity, I learned other people's interesting stories that happened to them. (Gint5S2)

The excerpt above demonstrates that the tutor created an ongoing activity which required the participants to report and comment on each other's intercultural experiences. Moodle provided a safe space for the students to share their personal feelings and experiences. Writing about their intercultural experiences allowed them to reflect on personal actions which they may have previously taken for granted. The fact that the interviewees read each other's intercultural stories and responded to them created a bond among the course participants that was regarded as highly advantageous by their tutor [10]. Referring to Barrett and his colleagues' model [8], this suggests that the development of the intercultural attitude of valuing cultural

diversity and training students to learn from and about each other's cultures and perspectives were indirectly addressed. In addition, students' cognitive flexibility could be fostered by responding to various cultural experiences, which could motivate the students to take diverse perspectives into account.

Another activity which was well-received by the students was the creation and delivery of presentations. The respondents enjoyed the presentations they did about their own cultures and described them as *"very informative"*. The presentations also helped them to compare and contrast different cultural aspects. For example, Gint10S3 reported that they discovered similarities between their country and the countries of their classmates, such as "the summer holiday" in which they celebrate it but on different dates. The activity seemed to develop their intercultural knowledge through communal learning. This finding was consistent with those put forward by Chinh [13], who showed that EFL students had positive attitudes towards learning about diverse cultures, which in turn develops their intercultural knowledge. The presentations also aimed at raising the respondents' awareness of their own culture. This could be seen in the case of a few of the interviewees who were reminded of their own cultural aspects:

I did a presentation on some of the Albanian national traits. It reminded me of how much I take for granted this religion coexisting, especially when I meet people from other countries who have problems. So, it raised my awareness about this. (Gint10S3)

I have experience regarding different cultures and how to approach people from different backgrounds because we are more than 100 ethnicities in Kazakhstan, but it is just something that I probably take for granted. This course was a sort of reminder. It probably makes me more self-aware and aware of other people's behaviour because you do not discuss it daily or thoroughly. (Gint10S2)

Encouraging students to bring in an object that represented their home culture was also greatly valued by the interviewees. As Gint10S1 commented,

it is interesting to see how many different objects people brought. I brought an instrument, someone else brought a picture of the Danube, and the girl from Kazakhstan brought a tent. So, it is interesting how we perceive our culture and what we think it is important to show from our culture, and how one symbol from a culture can also be a symbol from another culture. I like that as well. It is very insightful. (Gint10S1)

This activity could raise the respondents' awareness of both their culture and the target culture. The fact that the group was international also aided in the successful implementation of this activity. This task was enriching as the participants were able to learn from one other through the information provided on the significance of the chosen object from their perspective.

Discussing authentic British cultural products was recognized as an effective activity in the course "Challenging stereotypes". Gint7S3 valued the fact that the course tutor brought authentic objects related to British culture and discussed them in class. Examining new authentic British cultural items that students were not familiar with could increase their curiosity to learn more about the values and meaning connected to these artefacts. Moreover, this activity involved learning about the traditions and practices that are linked to these items. As a result, such an activity could help the participants interpret and explain their significance from the point of view of British people. This could indirectly encourage them to compare the cultural products of their home culture with those of the target culture which may lead to a better understanding of the two cultures.

Drawing comparisons between different cultures was one of the most well-liked activities by the participants. The interviewees expressed that they enjoyed comparing their cultures (i.e., Hungary, Turkey, Brazil, and Tunisia) in the course "Language education for intercultural competence development". This was an enriching experience as the respondents were able to learn about cultures which may have previously been unfamiliar to them. This could contribute to the development of not only their knowledge but also their intercultural attitudes, such as valuing different cultures and understanding the points of view of those who are different from them. As Gint3S2 shared during the interview,

it is very nice for me to talk about my culture and learn about other cultures, especially about three different countries. It was very interesting for me because I learned about other people's problems and their struggles and feelings. (Gint3S2)

Cultural comparison is an effective approach to encourage the interviewees to question events and practices which might be taken for granted. They could learn that their behaviours are not universal and that people from different cultures perceive the world differently. Furthermore, this activity could help the participants gain a better understanding of the cultures in question by examining the relevant similarities and dissimilarities. Gint3S1 and Gint3S2 touch on this in the following excepts:

We have many things in common with Hungary. And it was a very precious and very honourable thing to be here in history for my culture, but when we see how Hungarian people think about my culture, it changed immediately, it is not honour anymore. I now, question somethings about my culture. Not just history about Hungary and my country, but other things as well, when people talk about the things, how they think, how they understand the things. (Gint3S1)

During the discussions in which I compared my perspectives and my knowledge, my experience in Brazilian society, with the articles and with examples from my colleagues, was very useful. I could reflect about that. For example, in Brazil, I think the problem related to black people is not only in Brazil. In Hungary, they have this thing, something like this with Roma people. (Gint3S2)

4.2.2. Activities criticised by students

The participants' complained about the inclusion of language-related activities in courses with cultural and intercultural content. The interviewees who participated in the course "British culture", for example, raised issue with the language exercises included in the handouts used in class. This is reflected in a comment from Gint8S3:

I did not like those when we talked about English expressions and translated them into Hungarian. It is rather like grammar or vocabulary and not cultural. (Gint8S3)

The development of cultural knowledge should go hand in hand with the development of students' linguistic abilities. The promotion of the respondents' linguistic competence, for example, could potentially facilitate their communication with British people.

In addition, the interviewees also criticised presentations which simply relied on cultural facts rather than a deeper analysis. Although most of the interviewees appreciated the presentations delivered in class, Gint11S1, who took the course "American popular culture (B)", was not satisfied with the presentations, indicating that they

were just facts that you could google them and find the same things on random websites. (Gint11S1)

Presentations such as these are not sufficient for developing the IC of the audience or the presenters as they lack critical reflection on cultural differences or and elements.

4.3. Materials

The course tutors used diverse materials, such as presentations and series, to motivate the students and encourage them to engage with the course content. The interviewees commented on the various materials used in their courses. Some materials were well-received and praised by the participants, while other materials were criticised.

4.3.1. Preferred materials

Articles and documentaries were considered to be effective materials to develop students' IC. In the BA course "Australia through documentaries", the respondents agreed that the readings included were relevant to the course. The documentaries were considered particularly useful as they examined real events that could raise the participants' awareness of the target people. Furthermore, examining real experiences could also promote their empathy. By listening to the stories of the Aboriginals, the participants could better relate to them and better understand their viewpoints. The following comment reflects the interviewees' positive evaluation of the course materials:

The other thing that I was hoping for is to learn about the people who live in Australia, and through some documentaries, I could learn quite a lot about those people. (Gint1S2)

Audio-visuals materials were also well-received by the interviewees in cultural and intercultural courses. As expected, the participants mentioned films and videos as suitable materials for the courses "Skills for intercultural communication" and "Australian Aboriginal issues". This result was also found in Kural and Bayyurt's study [14], which showed that the students enjoyed the inclusion of videos in their courses. Moreover, the researchers added that the use of videos developed the students' sociolinguistic knowledge. The respondents who participated in the course "Australian Aboriginal issues" provided a number of reasons as to why they enjoy viewing films in class. One stated reason was that it is easier to remember information from videos; in addition, they added that videos are a fruitful alternative for students who do not like to read. The respondents also valued the use of YouTube videos. For example, Gint4S1 said that

I mostly remember the YouTube videos used in presentations. I find them all very useful because our generation is so used to YouTube videos. It is a simple yet powerful tool to teach anything because they are short enough to keep our attention. (Gint4S1)

The readings used in the observed classes were praised by a number of participants. The interviewees in the courses entitled "Communicating across cultures" and "Language education for intercultural competence development" generally found the readings to be relevant, engaging, and practical. For example, in the case of doctoral students, the reading described in the quote made the interviewees more aware of the importance of IC development as it encouraged them to show respect toward other cultures and other traditions. The interviewees also found the length of the readings to be favourable, the tutor decided to assign short extracts rather than long articles or chapters. Further comments on the readings can be found below:

For example, an article written by I. L, the study she conducted included five different countries. This study is interesting and relevant to teaching IC because at the end of the training the students showed IC development because their responses changed in a positive way. At first, they reacted harshly. For example, about the food, some of the students said that was disgusting. But later on, they start saying, I would not say this thing, I should respect. (Gint3S1)

Some of the useful information is how to behave in case you encounter a cultural shock, what are the symptoms in case you are somewhere else, and you suffer from them. (Gint5S3)

[…] because the students are not very good at reading a lot, so I would rather they read an excerpt well and process it well than giving them a good long reading that nobody touches. (Gint5S5)

Comments were also made regarding the readings assigned in the "British culture" course. The participants expressed positive attitudes toward the articles used in class, describing them as *"authentic"* and *"interesting"*. The analysis of the readings showed that the articles discussed topics that would engage the students, providing information about famous figures such as Freddie Mercury.

The choice of the course books was also valued by the participants. The interviewees who took the courses "American culture" and "Skills for intercultural communication" praised the book used for the two subjects. They described the language used in the book as *"simple and easy to follow"*. Gint2S2, who took the course "American culture", mentioned a different reason for liking the text. She referred to the easy access to the chapters. The value of textbooks was also reported by Lázár [15], Önalan [16], and Sercu and her colleagues [4], who stressed that if the cultural content in the books is presented effectively, it is easier for tutors to implement IC development in their language courses. The choice of the coursebook was important as it formed the foundation of the course. The positive aspects of the textbooks highlighted by the respondents can be considered when selecting books to use in a course. When the language of the book is reader-friendly, students will likely be more motivated, which can promote the development of their knowledge.

4.3.2. Materials criticised by students

Long and linguistically challenging readings were criticized by the participants in some of the courses. For example, Gint7S1 described the readings used in their course as *"boring"* and *"too detailed"*. This outcome is contrary to that of Addar and Bagui [11], who found that the Algerian participants in their study praised the use of literary texts as they believed they aided in the development of their cultural awareness. Gint7S1 also referred to the language founded in the book, claiming that it was too difficult for her. The student included the following recommendations on how to modify or supplement the materials:

- Using PPTs to summarise the text.
- Assigning shorter readings.
- Replacing the text with role play.
- Watching videos and listening to British music.

Although the participants were not particularly motivated to read "long" academic papers, there were specific requirements that university students must meet. One of these requirements is the ability to read articles, books, and book chapters. Therefore, in courses with cultural and intercultural content, it was useful for students to read what scholars have written in the field of intercultural communication. Furthermore, basic concepts are usually explained in textbooks which students must be familiar with, such as the definition of culture and IC.

4.4. The impact of including cultural and intercultural content on students' IC

All the interviewees expressed the important role that courses with cultural and intercultural content played in their training programme. This result confirmed previous research by Chinh [12] showing that Vietnamese students held positive attitudes towards learning about various cultures, specifically their enthusiasm to learn about non-English-speaking cultures. However, Jabeen and Shah [9] showed that 87% of the Pakistani students examined showed negative views towards the inclusion of IC in their EFL courses, as IC development was overlooked in language teaching. The participants in the present research seemed aware of the importance of being interculturally competent, as they recognised the need for IC development in the EFL classroom.

A major justification that the participants gave for the incorporation of IC development in their courses was its role in developing their knowledge about cultures. In this study, the respondents articulated the usefulness of learning about other cultures and expressed the positive impacts that the cultural and intercultural courses had on developing their knowledge about the target cultures as well as their own:

We talked about some things that we Hungarians think of ourselves and what other people think of us, and it was nice to see what we think of ourselves and what others see is very similar. (Gint9S2)

[…] this course raised my awareness about my own culture and how it differs from others, for example, our people are more polite and mainly smiley people and how in other countries it could be totally different. (Gint9S1)

I thought that the Aborigines immigrated to Australia because I thought white people were living there. I did not know about the history. After taking the course, I can understand more about their culture. It developed my knowledge about history. (Gint4S3) […] we were discussing these habits about queue and the queue jumping. We learned how we should never do that in Britain. (Gint7S2)

I know that if we go to a bar and someone pays me a beer, I definitely have to pay back or invite back for another beer. (Gint7S3)

Furthermore, the participants' awareness about the underlying values of American practices also seemed to be promoted. For example, the tutor of the course "American popular culture (A)" managed to successfully explain the underlying beliefs of sports for American men. Gint6S1 and Gint2S1 shared their experiences regarding the impact of learning about the underlying beliefs of sports and being competitive:

It became more understandable why they act the way they do and the reason behind it. For example, in the chapter where we had to read about the sport, it was interesting to see that some sports are considered to be only for males and in these sports, if a man is not doing a certain kind of male expected work, they are always regarded not

as a strong man or not the ideal American. It was interesting to see the theory behind it because it had to do with the Freudian Oedipus complex. (Gint6S1)

I think I have more understanding about them. For me, it was hard to understand why they are competitive, [...] they are interested in having the newest phones. As a Hungarian, it is very strange; I do not care what they think about my phone [...] When you learn about their heritage frontiers, you know that they are born to be competitive and individual. Now I understand why they are and behave like that. (Gint2S1)

As the excerpt above suggests, the interviewees' awareness of the underlying values of Hungarian and American culture seemed to be promoted in the course. This fostered students' understanding of the impact that values and beliefs have in shaping people's behaviours. This is an expected outcome of learning about a new culture and discussing the previously mentioned topics.

The courses seemed to have a positive impact on the students' intercultural attitudes. Many of the interviewees believed that the courses they took made them more open-minded and curious to learn about different cultures. This was mentioned by Gint1S1, who claimed that

this course [Australia through documentaries] helped me view other people and other cultures with more open-mindedness and acceptance. (Gint1S1)

This finding was in line in with the results of Mutlu and Dollar's [17] study, which showed that the students investigated believed that courses with IC content contributed to promoting openness towards people from different cultures. The interviewees were also encouraged to question practices and behaviours that they might take for granted. It was only in one course that all the interviewees, with the exception of one respondent, considered that the course did not improve their attitudes as they already considered themselves to be *"open-minded"*, *"interested in cultures"*, and *"tolerant and accepting other cultures"*. One course was not seen as being enough to promote the interviewees' intercultural attitudes or instigate a drastic shift from ethnocentric attitudes to ethnorelative ones [7]. Nonetheless, the interviewees participating in these courses were open to learn about other cultures, and the course tutor considered that as a first step towards developing the capacity to tolerate uncertainty, value cultural diversity, and show respect toward people from other cultures.

The intercultural skills of the interviewees appeared to be fostered through the courses they participated in. For instance, Gint9S4, Gint3S2, and Gint1S2 said that the development of their skills to critically evaluate cultures and their ability to interpret each other's words from different perspectives were targeted by the course tutor:

This is what I will keep mostly that you always need to question, search, and see why and not to jump to conclusions and as the other people said before how important it is to listen. (Gint9S4)

The course helped me think more, consider more, at least listen and try to understand. (Gint3S2)

Being more aware with our use of words. (Gint1S2)

Other positive outcomes of including cultural and intercultural content in their courses were mentioned by the students interviewed, including knowledge about the relationship between culture and language and being a future tutor of English language and culture. This finding was also reported in Morganna and his colleagues [18]: the participants in the study expressed their ability to integrate IC into their future courses based on the intercultural courses that they participated in during their training. The following comments reflected their views:

[…] we are not just English teacher, but the official title is an English language and English culture teacher, this is the official title of our diploma. So yeah, it is very important to learn about the English and American and other English-speaking countries cultures because we can teach it as a fun thing, as an interesting thing. (Gint8S4)

I am in the teacher training programme, and I think it is important. Even I plan to stay in Hungary and teach Hungarian students. Still, as a teacher and especially as a foreign language teacher, I have to be very open-minded and understand different cultures and teach these attitudes to the students. (Gint2S2)

Other interviewees expressed the importance of learning about different cultures in general:

[…] if you learn a language, after a while, you will get in touch with the culture as well. And then I think you can speak the language better if you know the culture. (Gint8S1)

It would be important not just for me as a student in the university, but in general to learn more about culture because you can learn about interesting facts every time you click on Google but trying to understand why these cultures are different, and what are the causes the reasons and why are people think differently? And why do they feel that this is the right way of living? (Gint5S3)

The participants' views were reasonable; however, as the process of globalization continues and people from different cultural backgrounds come into contact with one another more frequently, it can be concluded that it is important to develop the knowledge and skills needed to behave appropriately when interacting with people from different cultures, regardless of the type of occupation a student may have in the future.

5. Conclusions

The objective of this study was to analyse how English major students view their courses containing cultural and intercultural content. The results showed that the respondents expressed varying views about the courses through the mixed feedback that they provided in the interviews. Many of the respondents expressed a preference to learn about debatable topics such as the refugee situation in Australia. Due to the documentaries the interviewees seemed to develop empathy by gaining a comprehensive understanding of the challenges faced by refugees or Australian Natives. Topics such as active listening and cultural dimensions were valued. By listening actively to their interlocutors, students can focus on the perspectives of others. In addition, discussing cultural dimensions appears to foster students' awareness of the impact of values on people's cultural practices. The interviewees also enjoyed topics related to big C culture which could promote their knowledge about the target culture. The participants showed less interest in learning about debatable topics such as politics.

The interviewees expressed their views about the class activities. One activity they appreciated was the use of videos: watching videos featuring cultural and intercultural content appeared to develop the participants' intercultural attitudes, knowledge, and skills. For example, by watching documentaries about Indigenous Australians, the interviewees could familiarize themselves with the difficulties Aborigines experienced, which could develop their empathy. They also enjoyed debates and role-plays, which had the potential to cultivate their empathy and enhance their willingness to express their perspectives. In addition, they highlighted that simulating intercultural clashes had a positive influence on their IC development, encouraging them to question behaviours which may be taken for granted and withholding their prejudgments. The participants were also fond of the presentations about their own cultures that they were assigned, as well as the activity which required them to bring an object to class which represents their culture. These types of activities were able to raise their awareness about their own culture and introduce them to other cultures that might be unfamiliar to them. Some interviewees also criticised the presentations delivered by their classmates, claiming that they were over-reliant on surface-level facts and lacked deeper analysis of cultural issues. As such, this activity did not sufficiently engage the respondents' critical evaluation skills or develop their knowledge.

The respondents expressed mixed views about the materials used in the courses. Documentaries were identified by the interviewees as useful materials. For example, documentaries about indigenous people which presented and discussed real life events could raise their awareness about the target people and facilitate the development of their empathy towards native people. Generally speaking, the participants had positive attitudes towards audio-visual materials as they presented a more engaging alternative to reading texts. Nevertheless, they also appreciated certain readings which they believed to be relevant.

This study examined the impact that the observed courses had on the development of the students' IC from the students' own perspectives. The students explained the ways in which the courses featuring culture and intercultural content were beneficial to them. All the respondents highlighted beneficial effects that the courses had on

the development of their knowledge about their own culture and the cultures of others. They also gained insight into the differences and similarities between cultures, including their own. In regard to the intercultural attitudes of the interviewees, the results showed that the courses appeared to have a positive impact on the students' intercultural attitudes. Many of the interviewees believed that the courses they attended increased the extent to which they respect different cultures, value cultural diversity, and show tolerance; such developments can occur through learning about the underlying values that shape people's behaviours and also by being exposed to different perspectives and experiences in the classroom. As some of the courses examined the sources of stereotypes, the interviewees were also encouraged to question the practices and behaviours that might have been taken for granted. The tutors appeared to develop their students' intercultural skills, including the ability to critically evaluating cultures, by encouraging them to ask questions and practice active and careful listening. The development of such skills is of great importance to successful intercultural interaction between members of any culture.

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