

## Conference papers

*Radnóti Katalin*

### **Issues in the pedagogy of Physics teaching in the Year of Physics**

2005 is the International Year of Physics, with several Hungarian events marking it. However, although issues related to physics are assuming ever growing social importance, national reports have shown that physics is among the least preferred school subjects. In this section of papers, we publish studies that report on current Hungarian research into the teaching of physics, primarily those that have a methodological framework.

*Radnóti Katalin*

### **How to effectively teach physics?**

It has become a commonplace that physics is among the least preferred school subjects. This dismal fact has been corroborated by several attitude studies and other empirical research projects.

*Wagner Éva*

### **The role of problem-centered physics teaching in the development of students' thinking**

A central issue in current natural science education is this: Can we communicate it to students that the notion of sustainable development is more than a mere catchword? Can we make them understand that, sooner or later, it is bound to become the most important question of human existence, playing a central role not only in physics but in all natural science subjects?

*Papp Katalin – Nagy Anett*

### **Public Relations and the teaching of physics**

In this article, we provide an account of various opportunities and concrete strategies we have developed and tested that exert a positive influence over the social interpretation of natural science knowl-

edge and, hopefully, the attitudes of the youth toward natural sciences. We are convinced that besides paying attention to the practical aspects of natural science knowledge and its school context, one needs to more effectively deal with outdoors science, the context outside the school.

## Articles

*Molnár Gyöngyvér*

### **Problem-based teaching**

We could economize on time and money if students received education at school on practical questions, on the solution of work problems and of dynamically changing responsibilities, on future learning tasks. Such a goal would be feasible if school exercises, subjects and disciplines ceased to be treated as isolated units, if tasks currently presented in a routine-like manner with automated and mechanical solutions were replaced by real-life, real-time problem situations characterized by knowledge intensity.

*Cs. Czachesz Erzsébet*

### **Changing perspectives in the pedagogical interpretation of the reading ability**

Research on reading has become an interdisciplinary domain, in contrast with its early physiological, empirical-behaviorist psychology background. This paper will present the most influential stages of its development, from the end of the sixties, the beginning of the seventies. It will also take account of which disciplines contributed what scientific results to the present-day pedagogical interpretation of reading abilities.

*Hunya Márta*

### **Virtual learning environments**

In the Hungarian public education context, virtual learning environments are almost unheard-of. In several other coun-

tries, however, they are everyday reality. They represent a special set of tools, whose concrete utilization depends on the willingness and creativity of its users.

*Serfőző Mónika*

### **The organizational culture of schools**

As a result of the strengthening of schools' professional autonomy and of the adoption of the standpoint that views schools as service institutions, more attention is paid now to the internal functioning of schools. Teachers experience their workplaces as organizations: the goals of those organizations set their duties. To varying degrees, they can also participate in the definition of priorities and procedures, but there is a sense of limited awareness in the way they view organizational concerns.

*Mészáros György*

### **The view of the youth in contemporary movies**

Pedagogy and Hungarian pedagogical literature seldom deal with the analysis of movies, even though the portrayal of the youth and of education may raise essential and provocative questions for the theory and practice of education and teaching. This article, which focuses on pedagogical problems, presents an interpretation of a few contemporary movies, tying in the analysis with a self-reflective view of education and educational studies.

*Kézi Erzsébet*

### **Language education and school admissions**

In 1931, the secondary school of the Sárospatak reformed church college introduced a modernized curriculum, which up to that time focused on the arts and humanities. English was introduced, based on an individualized curriculum, in year 1 (for students aged 10), with the output aim that students, after eight years of language study and with luck, would be

equipped with spoken and written English proficiency that would enable them to pursue university studies.

*Kerber Zoltán*

### **Evaluating Hungarian grammar and literature textbooks, Part 2**

In the September issue of this journal, three primary-school, and three secondary-school literature textbooks were analyzed, chosen from the rich, almost chaotic range of textbooks. In this second part of the article, a few grammar textbooks will be evaluated.

*Dárdai Ágnes*

### **International and national positions of textbook research**

Originally, textbook research approached textbooks primarily as documentations of an era, rather than from a pedagogical, psychological or other perspective. It used to view them as carriers of certain political and ideological content. However, in the past few decades, both abroad and at home, a number of studies have been published that, thanks to educational research results (among them, from the field of cognitive pedagogy), have examined textbooks primarily from a pedagogical point of view.

### **Surveys**

*Géza Sáska*

### **Life reform roots in Hungarian talent pedagogy**

*Károly Kokas*

### **Micro-history chips from libraries of old**

*Ferenc Péntes*

### **Once upon a time, there was a reform school in Buda**

*Andrea Pallag*

### **The new Arts and Visual Culture school-leaving examination**