

# Abstracts

## Advancement of analogical thinking of technical university students

Monika Pogátsnik – Péter Tóth – Kinga Horváth

### Abstract

The development of transversal competences should be a priority task of Hungarian technical higher education. In order to be able to do this, on the one hand, it is necessary to investigate it reliably at the beginning and end of the studies, and on the other hand, during the processing of the subjects, they should become an integral part of the methodologies for the development of soft skills. In our study, we would like to report on our research, in which technical university students participated and whose objective was to examine one of the transversal competencies, the development of analogical thinking. We found that first-year students show significantly different levels of development according to BSc program, mathematics graduation result and educative abilities.

**Keywords:** transversal competences, analogical thinking, technical higher education

## Appearance of physical activity and well-being in school health education

Erika Beregi– József Bognár

### Abstract

Educational institutions have a significant task in shaping the health behaviour habits of students. Ensuring regular physical activity, thereby supporting well-being, should be given an increased role in the daily activities of school. The aim of the research is to explore the characteristics of school health education, especially from the aspect of physical activity. Furthermore, testing a self-made measuring device and exploring the characteristics and correlations of school health education. Data was collected among students from a technical school in Borsod-Abaúj-Zemplén County using an online questionnaire (N=104). In the study, questions adapted from the HBSC research questionnaire, a shorted version of the WHO Well-being Questionnaire (WBI-5) and a self-edited questionnaire were used. To test this, we performed a Chronbach- $\alpha$  calculation an independent two-sample t-test to explore differences between the responses of genders, and an analysis of variance for the grades. The questionnaire is reliable ( $\alpha=0,95$ ) for exploring the characteristics of school health education. Physical education teachers most often carry out health education. The students' self-rated health status is good, which showed a moderate correlation with the level of active lively state ( $r=0,45$ ;  $p=0,001$ ). Student satisfaction with health education and activities aimed at increasing physical activity decreases with increasing grades, with a significant difference in the 10th and 12th grades (MD=0,56, 0,46;  $p=0,006$ , 0,03). To measure the effectiveness of school health education and to evaluate the situation, measuring instruments that examine the characteristics of health education from several perspectives can help.

**Keywords:** School health education, physical activity, wellbeing

## Kiitos! What would we be able to thank to Finnish education system?

Melinda Takácsné Szabó

### Abstract

The Finnish education system is famous for its high-quality and inclusive teaching. Finnish students have a lot of freedom in their learning from an early age, and emphasis is placed on play-based learning, teaching methods that foster creativity, and individual interests. Throughout the educational process, the Finnish system strongly supports considering the individual needs of students and relies less on standardized tests and evaluations. The Finnish education system has achieved impressive results and often occupies prestigious positions in international rankings. Additionally, the Finnish education system strives for equality and makes efforts to reduce social disparities.

The Hungarian education system also has its own characteristics and strengths. The Hungarian school system consists of a wide network of primary schools, secondary schools, and universities. There are outstanding institutions and successful students in the country. Education is centrally controlled in Hungary, with a strong emphasis on acquiring fundamental knowledge. However, the Hungarian education system faces challenges such as funding, low teacher salaries, lack of educational resources and infrastructure problems, inequalities, and deficiencies in vocational training.

The Hungarian education administration can learn from and be inspired by the Finnish example in terms of student-centric approaches and considering individual needs, emphasizing the joy of learning, promoting equality and social integration, appreciating and supporting teachers, ensuring the quality of teacher training, and enhancing the professionalism of teachers.

**Keywords:** education, education system, research-based teacher education, PE teacher training

## Textbook evaluation from the perspective of students and language teachers

Krisztina Sebestyén

### Abstract

Foreign language knowledge is a more and more important individual competence in everyday life. One of its development opportunities is the obligatory foreign language learning in public education institutions, for which many tools can be used, the most common and widespread being textbooks and their workbooks. They can be analysed from several points of view – we present the results of impact-oriented textbook research (Weinbrenner, 1992) in our present paper: the textbook evaluation of students and teachers. What do they think about their textbooks, what kinds of effects the textbooks have? In our paper, we analyse the student (890 people) and teacher (N=43 German as foreign language teachers, N=57 English as foreign language teachers) database of „Learning and teaching German in Hajdú-Bihar and Szabolcs-Szatmár-Bereg counties (2018-2019)”. In this database we included those students’ data, who learned German and/or English in the 11<sup>th</sup> grade of secondary grammar or technical school in the 2018/2019 school year, as well as their language teachers’ data. We analysed the data with SPSS program. According to our results, there are differences between the schoolbook evaluation of different students’ groups with different future plans, as well as by maintainers, training type, and foreign language learned. Students evaluate their textbooks lower than their teachers, but the students’ averages are higher than what their teachers assume.

**Keywords:** German, English, language teachers, language learners, textbook evaluation

## Family gender role patterns and the impact of educators on children's gender role attitudes from the perspective of science teachers

Enikő Gál

### Abstract

Family's and educators' influence on students is a globally researched area, as they play a crucial role in shaping students' personalities and academic progress. Gender role patterns brought from the family have a long-term impact on children, and there is also a correlation between socioeconomic status and parents' attitudes toward education. Educators also contribute to the formation of gender roles and identity, but it is assumed that their behaviour, depending on gender, reflects stereotypes prevalent in society. In the empirical part of the study, semi-structured interviews were conducted with 10 science teachers teaching in primary schools, using non-probabilistic expert sampling, and the analysis was done through categorization and interpretation. Our results show that, according to the teachers, various gender role patterns (traditional, modern, transitional) are present in students' families. Due to inappropriate relationships between students, parents, and teachers, cooperation between parents and teachers in shaping gender role attitudes often does not take place. Most of our subjects believe that, in addition to parents, teachers also have an influencing role on students' gender role attitudes. However, according to our interviews, teachers primarily convey traditional gender roles, but they also attach great importance to attracting men to the teaching profession.

**Keywords:** gender roles, gender role attitudes, influence of parents and educators, teacher perception, qualitative interview research

## Using digital tools among children whose families have chosen Waldorf education for them. A case study

Orsolya Molnár

### Abstract

In the era of continuous development of the digital devices there are a significant number of questions arising regarding the role they play in the lives of individuals and families, what effect they have on the formation of parent-child relationships, what educational strategies parents use when it comes to screen use. In the present case study, I focused on these topics focusing on a special group: I tried to gain insight to the everyday life and habits of those families who chose alternative pedagogy for their children instead of state education. The target group of the study were those mothers who decided in favour of Waldorf educational system and whose children attend the Waldorf School in Târgu Mureş, Transylvania. Some of the questions are related to if Waldorf education method has any kind of principles and/or guidelines for how parents should approach their children's use of digital devices, and if there are any differences in the digital habits of these children. To investigate this, qualitative research method (structured interview) was used, in order to be able to map the problem from as many dimensions as possible. There were five question groups in the following topics: exploring the reasons for choosing alternative education and its relationship to the use of digital devices; the digital device usage habits appearing in the family; screen time in the family; manifestation of different forms of regulation; and forms of control and punishment exercised in the family. I analysed the resulting text material by using narrative text analysis and discourse analysis. In this process four dimensions of discussion were determined: the relationship between alternative education and digital devices, family dynamics in the light of digital devices, the occurrence of forms of parenting styles and parents' control strategies.

**Keywords:** digital, parenting, parenting style, online

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