

Abstracts

Origin and Career of Piarist Religious Priests in the 18th Century Kingdom of Hungary: A Case Study

Barnabás Szekér

Abstract

In recent years a research trend has been developing at the border of educational, ecclesiastical, and social history, which tries to identify regional and structural patterns of intellectual careers in the schools and scientific institutions of the early modern and modern Kingdom of Hungary. This study would like to join the first results of this, which refer predominantly to 19–20th-century Protestant environments (e.g. Kovács, 2018; Ugrai, 2023), with an investigation of a segment of the 18th-century Catholic school network, the Piarist Order's Hungarian province. The study is rooted in a database containing the biographical data of religious priest-teachers (70 persons) who served in the noble college Collegium Theresianum in Vác (est. 1767–1784). In the first part, it tries to shed light on the characteristics of the social and cultural background of this group as representatives of the members of the Order. In the second part, it presents shortly the background and the career stages of six selected individuals, illustrating the results of the first part on the one hand, and formulating some lessons regarding Piarists' careers on the other. The two most important recruitment bases for the Order formed the citizens of certain Catholic towns of the former Ottoman territories, also Piarist "school towns" (Pest, Vác, Szeged), and the population of the Catholic-majority north-west Hungarian region, which represented a wider spectrum in terms of social status and place of residence. Looking at the language skills of those entering the order, the basic multilingualism of the Hungarian Piarists of the time can be seen, as well as the fact that members of the order who spoke German well were probably preferred in the noble college.

Keywords: Piarist Order, collective biography, 18th century

Dilemmas around ranking Lutheran school towns: Change of school by Licists between Lutheran institutions in the first half of the 19th century

Alex Durovics

Abstract

In the first half of the 19th century, special institutions were the so-called lyceums. These institutions as schools provided higher education and earned a special place in the history of education in Hungary. In my article, I would like to define the role of each school in the Lutheran educational hierarchy as a result of the change of schools of their students. In my database, there are data about 1,550 students who enrolled in several lyceum higher education courses during their studies. Of course, most student transfers happened between the most significant and popular institutes. Analyzes from different perspectives confirm that, in addition to Pozsony, Késmárk, and Eperjes, the institutes like Lőcse, Sopron, Selmecbánya and Szarvas only had a secondary role. Many of the students who changed the place of their education mostly came from noble or civil families with the intellectual background of the evangelicals of the Kingdom of Hungary. There were students who visited more than two of these institutions during their education. The main reason for students changing schools was precisely the difference in their training between the institutions that provide humanities, theology, and sometimes even law courses. Thus, several students from smaller schools left to study in larger, better institutions that provided significantly better education to them. There was not only a movement from smaller institutions to larger ones. It was also common among the students of major schools that they continued their education in another large evangelical school especially if they had the appropriate financial background. In the case of the three most important evangelical lyceums Pozsony, Eperjes, and Késmárk, the students mostly changed the place of their education between these three. In the case of the others, these three were also the main goals for students who wished to have a better education.

Keywords: education, lyceum, Lutheran

A school town on the border: Vocational training, teacher training in Sopron in the age of Dualism

Gábor Patyi

Abstract

From the Middle Ages to the middle of the 20th century, Sopron was certainly one of the most important school towns in our country. Of course, the nature of the school town has changed a lot in terms of quantity and quality over the centuries. The 19th century and the first half of the 20th century were the era of the development of civil society in our country. The development of civil society compared to the previous ones created new challenges for the education of the time, in addition to the traditional high schools providing Latino education, civil and realist schools, which imparted realistic knowledge, and later various vocational training institutions played an important role in meeting the needs of the labor market of the time. The educational institutes for teacher training, female teacher training, and nursery school training institutes of the time can be considered a special type of these. Of course, we will briefly touch on the medieval and early modern antecedents, and then a little more on the developments in the field of realism education and vocational and teacher training in the earlier decades of the 19th century, since the events of the first half of the 19th century are already the direct antecedents of our topic. We also cover the economic and social history of the city of Sopron in the 19th century.

Keywords: Sopron, vocational training, teacher training

Szeged the student city: The welcome of the University to the city of Szeged

Natasa Fizel

Abstract

In my study, among other things, I wish to answer the question, is the city of Szeged a student city, and what makes a city a student city? Szeged already functioned as the educational center of the region during the period of dualism, as the number of its schools, their varied forms, and the large number of students made it a student city even in this age. The Tisza flood of 1879 destroyed almost all of the city's buildings, of course, the school buildings were no exception. The planned design of the city's structure and the conscious placement of new educational buildings in the frequented part of the city already foreshadowed the aspiration that Szeged would become a cultural center and an educational "great power". At the end of the 19th century and in the first decades of the 20th century, Szeged applied for a university several times, but in each case, the efforts ended in failure. Sometimes the stronger bidding and lobbying power of other cities, sometimes the weakening and disintegration of the monarchy, and the world war put an end to the city's dream. However, after the Romanian occupation of Cluj and the university's flight to Budapest, moving the university to Szeged came unexpectedly close. Although we would think that the population of the city welcomed the arrival of the top institution of higher education to Szeged with explosive joy, this atmosphere was not there. After reviewing 16 news and articles published in the local press of the time, a kind of ambivalent feeling emerged on the part of the city's population regarding the university: the university would be nice, but let someone else make sacrifices for it, definitely not us, not me. The news and articles published between 1919 and 1921 reflect the public mood, which did not want to take new victims after the reconstruction following the flood, the inconvenience of housing and the placement of schools. The citizens of Szeged did not want the university to start a relocation domino due to the vacating of the city's largest buildings, they did not want the schools, students, and offices to huddle together again with temporary solutions, in inadequately sized buildings, so they did not want university lecturers and students move into the already few apartments. From the perspective of a hundred years, of course, it can be seen that the discomfort was worth it. As a school city, Szeged became even more complete with the arrival of the university in the city. However, the institution's relationship with the city is still mostly ambivalent today. And the question arises again and again: Does Szeged have a university, or does the university have a city?

Keywords: university town, student city, history of higher education

One-year drama-based development of social problem-solving, coping strategies, and assertive communication among 10-11-year-old students

Anett Balogh-Pécsi

Abstract

In this study, we report the results of a control group ($n = 28$) of 10-11-year-olds ($n = 18$). The aim of the communication-focused school development program was to develop social problem-solving, coping strategies and assertive communication using drama methods. At the beginning and at the end of the program, students completed three questionnaires (Assertiveness Questionnaire, AQ Erickson et al., 2016; Balogh-Pécsi & Kasik, 2020; Social Problem-Solving Inventory-Revised, SPSI-R, D&Zurilla et al., 2002; Kasik et al., 2010; Ways of Coping Questionnaire, WCQ, Folkmann & Lazarus, 1988; Rózsa et al., 2008), all with adequate reliability indicators. The one-year program of 18 sessions of 90 minutes every two weeks resulted in significant changes in three areas in the intervention group. Contrary to our hypothesis, rationality as a problem-solving style was not strengthened, but the impulsive (emotion-focused) style and avoidance-escape coping strategy were significantly reduced, and confrontation as a coping strategy increased in frequency. In all three areas, assertive communication has significant explanatory power. The results suggest that one-year group development is an effective way to address some of the problem-solving styles and coping strategies that domestic studies suggest may cause a range of life management difficulties in adolescence or lead to less effective coping.

Keywords: social problem-solving, coping strategies, assertive communication, drama-based development, 10-11 year-old students

A survey on the learning support needs of university students: The potentials of Study skills courses in the 21st century

Imre Fekete – Barbara Keszei – Edit Takács

Abstract

This study investigated the learning support needs of Hungarian university students and the potential of Study skills courses in the 21st century. Despite prior academic success, junior students often encounter challenges due to the university's distinct learning environment. The research addressed questions about students' learning backgrounds, awareness of learning styles, and expectations for the university's Study skills course. A questionnaire was designed with the participation of 179 respondents from several seminar groups. We gathered comprehensive demographic information, including gender, age, academic programs, work engagement, residence details, commuting times, and the presence of learning difficulties. The results revealed variations in high school graduation years among full-time and part-time students, emphasizing diverse skill development needs. Students expressed varying levels of necessity for improvement in critical reading, presentation skills, information retrieval, collaboration, and creativity. The study highlighted a statistically significant difference between students' self-perceived and actual dominant learning styles, indicating potential limitations in self-awareness. Moreover, students articulated expectations for a Study skills course, highlighting goals such as reflecting on 21st-century learning and clarifying course objectives. The findings offer valuable insights for adapting teaching methods and curriculum planning to better support students in the dynamic university learning environment.

Keywords: study skills, reducing early school-leaving, learner styles, learner expectations, higher education

Internal barriers limiting the school performance of gifted students – the impostor phenomenon and its possible interventions

Noémi Ilona Oláh – Tímea Olajos

Abstract

The impostor phenomenon refers to the ongoing internal tension in high achievers, which is caused by a lack of internalization of the experience of competence and achievement. The individuals concerned live in fear of potential failure, of being “exposed”, despite the many objective proofs of their superior abilities. With an external control bias, they attribute their successes to luck or even over-preparation rather than to their own merit. The present study aims to draw attention specifically to the vulnerability of those involved in school-based talent development. Impostorism is identified as one of the leading individual reasons for underachievement in gifted students. In the long term, it has a number of effects that threaten mental health and physical and psychological well-being, but its occurrence in schools is little known in Hungary. Moreover, the consequences of impostorism not only affect the present but also future aspirations. Impostor thoughts in the individual can give rise to an internal image that can limit the career plans of the talented young person and the fulfillment of his or her professional potential. The aim of this study is not only to describe the general characteristics of the impostor phenomenon but also to describe and specify the specific characteristics of the impostor phenomenon at school setting. By describing traits and behavioral characteristics, it can be possible to identify the students concerned. In addition, the intervention options presented can provide a way of supporting these students, with the aim of raising the performance level of gifted students and alleviating their internal stress.

Keywords: impostor phenomenon, talent, underachievement, interventions

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Szekér Barnabás

Piarista szerzetesek származása és pályafutása a 18. századi Magyar Királyságban: egy esettanulmány

Az utóbbi években kibontakozóban van egy kutatási irányzat az oktatás-, az egyház- és a társadalomtörténet határmezsgyéjén, amely az értelmiségi pályafutások regionális és strukturális mintáit igyekszik azonosítani a kora újkori és újkori Magyar Királyság oktatási és tudományos intézményrendszerében. Az eddigi, dominánsan 19–20. századi protestáns közegekre vonatkozó eredményekhez (pl. Kovács, 2018; Ugrai, 2023) ez a tanulmány a 18. századi katolikus iskolahálózat egy szegmensére, a piarista rend magyar tartományára vonatkozó részvizsgálattal szeretne csatlakozni. Alapját egy, a váci, Collegium Theresianum nevű nemesi kollégiumban (működött 1767–1784 között) szolgáló szerzetesnő (70 fő) életrajzi adatait tartalmazó adatbázis képezi.

Durovics Alex

Dilemmák az evangélikus iskolavárosok rangsorolása körül: Licisták iskolaváltása az ágostai intézmények között a 19. század első felében

2013-as megalakulása óta az MTA-ELTE Egyetem-történeti Kutatócsoport hazai és külföldi városokban végzett kutató- és gyűjtőmunkát, hogy az egykori Magyar Királyság (pontosabban: a Habsburg Monarchia Lajtán innen) felsőbb tanintézetéről információkat gyűjtsön. Az anyaggyűjtést minden esetben serény feldolgozó munka követte, melynek eredményeként napjainkra igazán impozáns mennyiségű adat gyűlt össze. Az egyes adatbázisok mind-mind egy-egy iskola hallgatói adatait tartalmazták a lehető legteljesebb mértékben annak kezdetétől az 1850-es időhatárig. E csoport tagjaként a munkám és kutatási területem az ágostai hitvallású evangélikus, rövidebb nevén lutheránus iskolák forrásainak gyűjtése, feldolgozása és elemzése.

Balogh-Pécsi Anett

A szociálisprobléma-megoldás, a megküzdési stratégiák és az asszertív kommunikáció egyéves drámaalapú fejlesztése 10-11 évesek körében

A szociáliskompetencia-összetevők fejlesztésének egyik lehetséges kerete és módszere a drámajáték, mely során a diákok együttműködve dolgozhatnak és segíthetik egymást, gondolataikat és érzelmeiket nyitottan fejezhetik ki, toleránsak lehetnek egymással, megtanulhatják a másik nézőpontját megérteni, átérezni (Adigüzel és Timucin, 2010; Bayraktar és Okvuran, 2012; DICE, 2010; Karakelle, 2009; Lake és Evangelou, 2019; Nuri és Topdal, 2013; Üstündağ, 1997; Webster-Stratton, 2011). Az elmúlt másfél-két évtizedben egyre több iskolai program használja a drámajátékot a szociális kompetencia egy vagy több összetevőjének fejlesztésére (Eck, 2017; Jaskóné, 2020; Szabó és Fügedi, 2015; Webster-Stratton, 2011). Az egyik legátfogóbb nemzetközi vizsgálat a drámapedagógiai módszereket alkalmazó programok hatékonyságáról a Drama Improves Lisbon Key Competences in Education (DICE, 2010).

Oláh Noémi Ilona és Olajos Tímea

A tehetséges tanulók iskolai teljesítményét korlátozó belső gátak – az imposztor jelenség és intervenciós lehetőségei

Az imposztor jelenség azt az egyénben megjelenő intenzív belső élményt jelenti, mely során az egyén megkérdőjelezi önmaga kompetenciáját. A jelenség más néven imposztor szindrómaként ismerhető, mivel azonban nem minősül diagnosztikai kategóriának (bár számos kutatás a szindróma elnevezést használja), inkább teljesítménnyel, kompetenciával és énképpel kapcsolatos szorongásos tünetnek tekinthető (Nori és Vantaja, 2022), ezért célszerűbb az imposztor jelenség kifejezés használata. A fogalom Clance és Imes (1978) nevéhez fűződik, akik szerint az imposztorizmus egy kognitív torzulás, melynek hatására az egyén képtelen megélni a teljesítményéhez járuló sikereit. Az imposztor jelenséget az önbizalomhiány krónikus érzése és attól való félelem jellemzi, hogy az illetőt egyfajta „szellemi csaló”-nak találják (angolul intellectual fraud).