

Abstract

ANDOR MARÓTI: Does forms and ways of education (acquiring knowledge) have to change in the information society ? This is the question the author wants to answer after having analyzed traditional notions of cultivation of human mind. The changes brought about by postmodern society radically shape the tasks of education in the broad perspective. Fostering the dialogue between human beings and the environment is the main essence of the cultural process. 3. p.

ANNA MAGDOLNA SIPOS : This document introduces the *information competency* of those persons entering the human resource-market, who choose information-handling as their life's profession. Occupying and utilizing the knowledge and capabilities of gathering and usage of information in different situations plays important role in the career of these people. We would like to show how University of Pécs prepares it's students *specialized on Library and Information Science* for the professional handling of information – specifically to the satisfaction of the need of technical documentation in the Research and Development field – during their high level (BSc, MSc) studies. We used Euroguide LIS (a guide to Competences for European professionals in Library and Information Services) as a foundation of this research, which had been published under the guidance of European Council of Information Associations. 8.p.

LÁSZLÓ HARANGI: The competencies of a knowledge worker . In knowledge societies more and more employees have to be competent and upskilled. The so called „knowledge workers”- are the specialized key employees with high degree of creativity and problem-solving skills. The paper tries to introduce the concept to the field of andragogy and show its relevance. The author draws attention to complementary competencies of advanced level employees generating social and economic growth. 21.p.

SZANISZLÓ BÉRCZI –SÁNDOR : Life in the 21st. century requires new knowledge and is formulating new educational perspectives in order to achieve these aims in the future. One of the new educational focuses is life-long learning which can be achieved by interesting and actual subjects and new types of learning activities. Especially the subjects connected to space research and planetary science can be a suitable discipline. The topics of space science form a wide range of colorful subjects which anchor the imagination and attract the attention of the students. Space science activities require operations and processes of everyday life be diminished, miniaturized into the space probes, automatated. Education in space activities opens doors for new educational forms, of which simulations are important in triggering student activities. Such a program has been running in Hungary for the last 10 years: the Hunvegyor school robotics program. Before introducing this program we also focus attention on the educational programs run by NASA, and mainly one important element of it, the STEM (Science-Technology-Engineering- Mathematics) program. 31.p.

MIKLÓS KOCSIS: „Higher education as a problem”. One of the central questions in theoretical and practical debates arising worldwide, is, for societies in our age whether its universities should continually be dedicated to the service of mass education. The question is: how can these universities train intellectual specialists for the demands of the new millennium. Possibly this question's most essential content element is the university's autonomy. When examining this issue, it seems necessary to illuminate what kind of semantic content the concept held at the time of its origin, since these factors influence the higher education sphere up to the present day. The debates influencing the institutions' life regularly refer to an autonomy that has been existing since the Middle Ages . In the study, the Author strives to demonstrate that autonomy was not unlimited in the Middle Ages – it may not have been. Referring to this may lead to groundless inferences, as it progresses. The aim of the completed research – and that still on-going –may no other, than the definition of what kind of role higher education autonomy plays in the higher education system of our day. How does this autonomy serve the success of the cultural rights? 41.p.

ANDRÁS MÉNES: The author's topic is the evaluation of scientific results. He analyzes assessment methods and techniques, measurement indicators like the number of articles and impact factor,

citation-index - and he comes to the conclusion that these are not really giving the best result of any person or institution. He suggests new ways of measuring someone's ratio by co-ownership. 54.p.

JUDIT SCHALL: Applying the Gestalt approach makes education of adults more efficient in the long run, since it focuses on the individual and his/her personal education-learning processes. It's worth considering the application of the Gestalt approach in adult-education which has not yet received much emphasis in Hungary. The key concepts of the Gestalt approach are perception, contact, awareness, taking responsibility, all of which help the individual to take part in this problem-focused system approach. During this process one gets closer to meeting the challenges ahead, be it either learning or any other matter concerning the inner or external environment of the individual. 60. p.

PÉTER FODOR : Actual issues in Knowledge Management. The paper gives a short overview from the 9th European Conference on Knowledge Management (Southampton Solent University, Southampton, UK). Based on the presentations heard and on the articles read, the aim of the essay is to show the impact on the mainstream trend of the knowledge management research. It does not include all the details of the papers of 9th ECKM, more it puts stress on awakening thoughts on the new ideas in knowledge management (KM). Overall it can be said, that new IT technologies enhance the usage of KM, research should focus on different organisational contexts such as industrial field, field of activity, KM is a cross-cutting issue, not a single subject domain. There remains disagreement on methodologies, definitions and processes of KM, that means there is no solid agreement on what KM is, nor even on what constitutes knowledge, There are emerging trends, however, but no new dominant approach. 65. p.

GIZELLA ADERMAN CSER: European educational program for the supporters of the socially excluded people. (With the target audience of children, teenagers, and old people) (Leonardo Da Vinci Program Relais2 Project) The RELAIS project was the first and then, RELAIS2 has become its official successor, with French leadership and Roman – Italian cooperation. RELAIS2 - which has extended to the participation of the countries to Portugal, Bulgaria, Hungary and works also with the assistance of Germany and Denmark - has assumed obligations to propagate the results of the previous program. The need for the educational program was presented by the countries' actual research on the number of people who have been unbacked. After working out the procedure step by step, the team has managed to create a training program which is based on the real needs of the countries and is put in the frame of a modular training system so the training of the supporters can be set up soon. 76. p.

ANDRÁS BÉRES: Evolment of European theatre and actorship. The paper concludes the content of the lectures within Erasmus Teaching Mobility by the rector of Marosvásárhely School of Actor Training. 79. p.

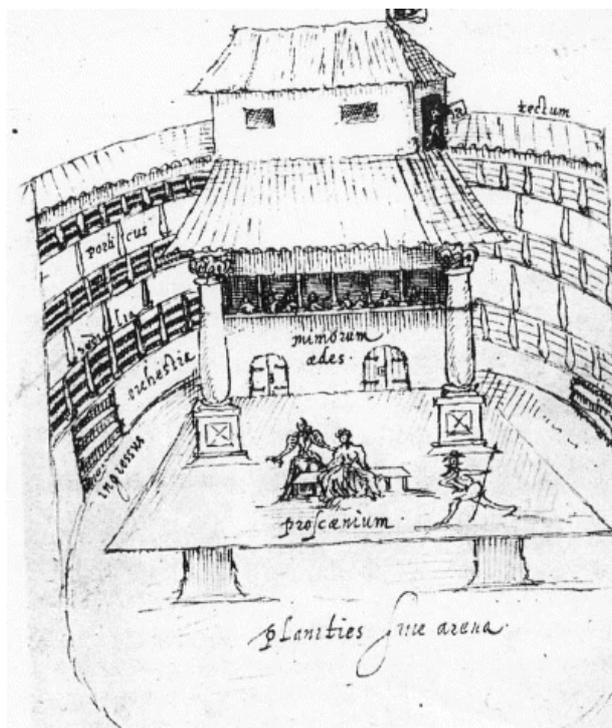
SZABOLCS ZALAY: We have more and more experiences concerning the fact that the Hungarian "drama pedagogy school", that became stronger in recent decades, has introduced and developed effective methodological frameworks to realize a constructive pedagogy and andragogy that is able to create more efficient educational situations than the traditional education methods (Zalay, 2006). This means that today's Hungarian drama pedagogy possesses such qualities which help answer many educational challenges. According to the results of my research examined, the system of pedagogical constructivism and that of drama pedagogy are compatible with each other and their fruitful interaction offers solutions to many problems in today's education. Educationally, this "construction" offers a holistic solution applying the results of the cognitive psychological revolution. The opportunities of constructive drama pedagogy reside in its philosophical, scientific and professional elaboration. Employed by competent professionals, this complex pedagogical system, which is gradually being transformed from an educational alternative to an alternative school, could have serious developmental effects at both individual and group levels, while protecting individualism at the same time. 92. p.

Artúr Lakatos: Kolozsvár Church schools' role in Transylvanian cultural development. The doctoral student of Kolozsvár Babes-Bolyai University describes the enormous contribution of the city's schools to the cultural history of Hungarians, Romanians and Saxons (of German ethnicity) living together in Transylvania. There were times when the denominations could not live in

peace, but instead of confrontation the main mode of interaction can be depicted as one of peaceful rivalry. One of the means of the symbolic struggle against each other were the schools of the churches. 99. p.

Mária Husz: The challenge of heritage tourism to re-create the past and find adequate ways to show the interpretation. Visitors demand a meaningful and entertaining experience. The psychologically and logically well-planned and artistically effectively built interpretations can lead to a self-created personal experience and memory with the same character, if they are capable of inspiring and provoking the audience. 109.p

RAFA-GYOVAI IMRE DÁNIEL: My thesis titled *Manifestation of Youth Problems in the Lyrics of Hungarian Rock Music* was written during the youth counsellor programme held by the University of Pécs Faculty of Adult Education and Human Resources Development. The original work discusses in detail the music listening habits of youth, reveals circumstances for the appearance of Hungarian rock music, its popular increase, its characteristics peculiar to Hungary, and the emerging market's supply and demand. In addition, I examined the cultural, social and psychological dimensions of the lyrics in the rock music, and also studied to what extent the rock music was and still is capable to represent the crucial problems of the analysed generation. The present abridged edition has some omitted topics due to length issues. Thus the relationship between the Hungarian rock music and the III/III Department will not be introduced. In addition, I only intend to skim the various compressing methods and digital sound media. Unfortunately, due to the paper's length more than the half of the lyrics analysed had to be omitted. I tried to arrange the remaining lyrics so that the study remains clear while keeping its original content. 115. p.



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