

## Abstract

GERGELY ARATÓ: The governing bodies of the European Union adopted the new Europe 2020 strategy and its related documents in 2010 and 2011. The strategy and particularly the New Skills and Jobs Agenda sets out a number of recommendations and suggestions concerning the lifelong learning system. This article intends to illustrate and interpret the most important approaches of adult education and aims to indicate the matters which can be adopted to the Hungarian situation. Providing lifelong learning opportunities for every EU citizens is the main idea of these documents. Increasing accessibility and creating flexible learning paths wherever it's possible is crucial for achieving this aim. Developing the organization and financial structure is needed in order to improve the consistency between labor market and educational system. Examining the Hungarian situation revealed the need for a new national lifelong learning strategy. The strategy should focus on adult learners and cover all sectors in adult education including non-formal and informal forms of learning. 3. p.

SÁNDOR BIBA: The author examines the issues of efficiency concerning the employment of employees and the andragogist's/HR expert's possibilities in this process. The author employs the results of his own OTDK Special Award-winning essay. 12. p.

GÁBOR SZÉCSI: Identity and knowledge transmission in the new media space. The age of electronic communication is the age of opening categorical and classification boundaries. In the new media space the traditional distinctions between children and adult experiences collapse and disappear. By using the electronic communication technologies the media-networked individuals become members of a virtual community that is determined by the global and local conditions for an effective method of knowledge transmission. In this new, virtual community the traditional distinctions between children and adult experiences collapse and disappear. This paper argues that the new perspective created by electronic communication has transformed not only our concept of learning and traditional role of teacher but our notion of pedagogy as a science. Electronic communication has become an essential activity among the young, helping them acquire and share everyday information and knowledge with the efficiency that can even crack the conservative shell of pedagogical thinking. The author attempts to show that the expansion of electronic communication technologies, therefore, leads us to a new way of thinking about learning and teaching. 25. p.

MIROSLAV KRYSŤOŇ: The author examines the importance and the characteristics of the interest-based adult education from the point of sociocultural andragogy. The author focuses on the analysis of the historical and current aspects of the lifelong learning process, he points out the bi-dromal character of this process and its social and individual significance. The article is based on the analysis and interpretation of the relevant international and national literature as well as the opinions of the renowned authors of the field of the selected educational theories. 32. p.

MAŁGORZATA ŚWIDER (PhD), historian, associate professor, vice-director of the History Institute at the University of Opole. His research fields are the following: Silesia and the society of Silesia between 1945 and 1990; Polish-German relations during World War II.; Modern history of Germany. Dr. Małgorzata Świder was an ERASMUS guest lecturer at the Faculty of Adult Education and Human Resources Development, University of Pécs between the 26-30. September 2011 where he gave two lectures about the history of the Polish-German relations in the second half of the 20th century. This article is the summary of the lectures he held at our faculty. 42. p.

ZSÓFIA ÁSVÁNYI: The meaning and definition of democracy have been subjects of long analyses and debates for centuries. The paper aims to collect the 21<sup>st</sup> century's elements and criterias of democracy on national and supra-national level alike, specifically in the case of Hungary and the European Union. For the analysis of democracy on the national level the author chose the most authentic source, the Hungarian Constitution which provides the description of its certain elements instead of defining one definition. In connection with the EU the author examined the Lisbon Treaty's declarations as well as its regulations for the EU decision-making processes. We can state

that the “deficit” in democracy in the workflow of the EU is tangible only if we examine just one criteria of the democracy (namely: proportional representation of people). 53. p.

GYÖRGY SZÜGYI: The Role of Knowledge and its Usage in Result-oriented Competition. The role of knowledge in acquiring and preserving competitiveness is a vital factor. Database management systems serve HRM as a key tool in achieving this role. In this respect information means the basis of value-creation for the organisations. For creating the needed information it is essential to apply the methods of learning, training, coaching, mentoring, shadowing and classical consulting. 60. p.

LANGERNÉ BUCHWALD JUDIT, MUIITY GYÖRGY: The use of the definitions of reform pedagogy, alternative pedagogy, reform school and alternative school is not always consequent in the literature. They are often used as synonyms of each other, in other cases they appear with different meanings in the papers deal with the topic. The author intends to provide an overview of the possibilities of interpretation and the different approaches of reform pedagogy, alternative pedagogy and traditional pedagogy appearing in the pedagogical literature and cyclopaedias in order to clear the definitions. 64. p.

IBOLYA KOTTA: This paper presents school anxiety in a developmental framework, underlining the difficulty of drawing the line between normative and pathological emotional development in childhood. The author gives an overview of some of the most relevant forms of manifestation of anxiety in school context, highlighting the mechanisms through which childhood anxiety impregnates social adjustment and school performance. Available diagnostic methods and measures of childhood anxiety are reviewed. 70. p.

CLAUDIA K. FARKAS: Schools were the means of the fascist propaganda between the two world wars in Italy. *The school fascisizing was a long process.* Schools taught children to become creatures of the state. Elaborated, state-sponsored, semi-military youth organizations were established. Mussolini created a cult figure from his self-image. Surprisingly the reform schools like the “La Rinnovata” of Pizzigoni Giuseppina in Milan or the schools of Maria Boschetti Alberti in Agno and Muzzano also worked and existed for a while. These schools were established long before the fascist era and they provided an extraordinary scene of learning for many children. 79. p.

ZOLTÁN KOLTAI: Opinions about the “European Capital of Culture – Pécs 2010” programme in Pécs and Budapest. Part I.: 2006-2008: The Years Of Expectancy And Uncertainty. Pécs won the European Capital of Culture title in 2006, competing with ten other Hungarian cities. The city of Pécs is the first holder of this title in Hungary. We can clearly say that the award of the title filled the – understandably proud – citizens of Pécs with optimistic expectations and hopes for the development of the city. This is also why the following chaotic years resulted in so much disappointment; the chaos was primarily due to the personal conflicts within the organisation responsible for the management of the event, the continuous fluctuation of the staff, communication problems and belated tendering and implementation activities. The initial phase of euphoria was replaced by disillusionment. How did then citizens of Pécs feel about this situation? In this place the author refers to some of the findings of the research started in 2008 and still going on. The research is made jointly with the students of the Faculty of Adult Education and Human Resources Development, University of Pécs. In the representative questionnaire survey conducted in 2008 and 2009 a total of 2.000 persons were involved in Pécs and Budapest about the European Capital of Culture – Pécs 2010 programme. 84. p.

ANDRÁS HORVÁTH: The multi-functional role of education through sport. Due to the sedentary lifestyle one in five people is overweight, their endurance and condition are getting worse year after year. Most people think that the lack of time is the reason they neglect sport. Most of them are overworked; they spend most of their time in their workplace, in their little spare time they are not in the mood to conduct such activities which require excessive energy. But sport must be pursued. It strengthens the bones, the immune system, it has beneficial effect on breathing, vascular system, metabolism, stamina; it reduces the susceptibility to stress and depression which are the two most common manager sicknesses - in brief it gives you a better quality of life. In addition to the physical benefits the sport guides the development of the personality to the right direction. We

can state bravely that the sport has a complex impact on development. It helps to measure our capabilities and limitations. It makes us success- and results-oriented; it copies playfully the tasks we face in life. It gives you confidence, enhances the character and accustoms you to the rules unnoticed. The team sports improve the adaptability and the willingness to cooperate. A successful adult scarcely gets along without such features. 94. p.

INEZ ZSÓFIA KOLLER: The birth of scientific writing. How to write an essay with scientific ambitions? This guide serves as a useful introduction into the methods of scientific writing. More specially, the guide follows the personal aspects and epistemological concerns of the process when the scientific writing comes to birth. It deals with good practiseassumptions and likely committed failures while explores their backgrounds and consequences. 101. p

BOGLÁRKA BECKER, ÉSZTER JÁRFÁS, ALEXANDRA VESZPRÉMI: This study represents the results of a survey was completed within the framework of a Sociology Seminar which examined the manipulative influences of the reality shows such as tv watching behaviour, customer behaviour or language usage. The research concentrated on measuring university students. 109. p.

BRIGITTA JÁVORKA: Japanese catastrophe in the news. This study is based on an internet survey among university students in Hungary. With the Japanese catastrophe in focus the research tries to explore how young people are aware of media manipulation. 115. p.

BOGLÁRKA SZIJÁRTÓ: „Can we miss the salt- or can Facebook make us dependent?” Connecting to a university research at the Faculty of Adult Education and Human Resources Development, this study examines the phenomenon of Facebook. More precisely, the study which is based on a survey of the university students of the Faculty tries to detect dependency on the usage of Facebook. 122. p.

