

## English Summary

**KIMMEL, M.**

### THE PLACE AND FUNCTION OF SUBJECT MATTER SPECIFIC PEDAGOGY IN TEACHER EDUCATION

The latest reform of Hungarian teacher education shifted the focus of teacher education back to disciplinary training, to the detriment of pedagogical training. This is why examining the place and function of content specific pedagogy, which could serve as a bridge between the two major actors of teacher education seems to be appropriate and timely. In the first part of my paper I am going to analyse the knowledge base of teachers and the role subject matter specific pedagogy could play in teacher education. As a theoretical framework I am going to use Shulman's (1986) description of the knowledge base of teachers, and, most importantly, his concept of pedagogical content knowledge (PCK), which, he claims, is of key importance. Based on the professional literature I attempt to prove that subject matter specific pedagogy should play a more important role in teacher education than it does currently, as it has a decisive role in helping trainees to integrate their disciplinary and pedagogical knowledge, an essential process of becoming a teacher.

**ZUBORA, M. – HOLIK, I.**

### CAREER PLANS OF FRESHMAN TEACHERS

Present study discusses the results of a quantitative research focusing on entrant teachers' career motivation, personal career plans and satisfaction with the different aspects of schoolwork reflecting on the effects of the introduction of the Hungarian teachers' *career development model*.

**KOLTÓI, L.**

### ACADEMIC AND SOCIAL FACTORS OF TRAINEE TEACHERS' PERCEIVED COMPETENCE

The extent of the development of competences is one of the most important indicators of student success. Academic and social engagement facilitates students' development according to several student success models (Tinto, 1993; Weidman et al., 2001). The aim of the research was to analyse the relation between student competences and their academic and social factors. Based on Bandura's 1993 study

and Ryan and Deci's (2000) Self-Determination Theory the construct of perceived competence was used in the research. The sample consisted of the trainee teachers of Kecskemét College (n = 199). According to the results, academic factors have bigger effect on the perception of generic and educational competences than social factors. The path analysis shows that the academic and social factors have their effects on educational competences through generic competences.

**KAKNINCS-KISS, B. – ÜTŐNÉ VISI, J.**

**EMPIRICAL INVESTIGATION OF TEACHERS' OPINION ON IMPORTANCE OF KNOWLEDGE ABOUT THE SCIENCE, THE SCHOOL SUBJECT AND THE EDUCATION METHODOLOGY AS COMPONENTS OF PEDAGOGICAL COMPETENCY**

The pedagogical competencies, that became widely familiar in connection with the restructuring of teacher education modifying its content and approach, are preconditions of entering and further promotion in the teachers' carrier. Knowledge about the science, the school subject and the education methodology belong to these competencies. Our study presents results of interviews, performed in the framework of TÁMOP 4.1.2.B.2-13/1 project, searching the answers to the following questions: What is the teachers' opinion about these competencies? How do they evaluate the level of their own competencies? What are they doing to improve them? It can be established from the answers that these competencies are considered as unequivocally important. The responders are generally satisfied with their own competencies, but they feel the necessity of further improvement. The reason is the changing social environment, preparedness, habits and socialisation of the pupils reaching the school age, as well, as the increasing differences of these circumstances.

**ZAGYVÁNÉ SZŰCS, I.**

**COMMITMENT AND RESPONSIBILITY-TAKING FOR PROFESSIONAL IMPROVEMENT (8TH PEDAGOGICAL COMPETENCE)**

The starting point of our research is the Teacher Professional Competences which play a very important role in the process of becoming a teacher and in the professional development. The study focuses on 8th Competence "Commitment to the Professional Development". Our research is addressed to explore the deeper context of 8th Competence and to make conclusions on teachers' further education.

**KOTSCHY, B.**

**HOW DO TEACHERS THINK ABOUT THEIR OWN PEDAGOGICAL COMPETENCY-LEVEL AND ITS COURSE OF DEVELOPMENT?**

Present paper examines the developmental course of pedagogical competencies in three fields: spontaneous effects of experiences in practice, motivating strength of teachers' satisfaction/dissatisfaction and external demands as possible motivation of development. In the workshop, the studies present some details of project-results „Co-operation for renewal of teacher training in North-Hungary“ (EKF TÁMOP-4.2.B.2-13/1-2013-0005 project). The aim of research was to explore teachers' practical knowledge, their opinions about pedagogical competencies, level and course of development of these competencies. Recent paper contains 3 parts of results on subject knowledge (1st comp.), commitment of teachers for their own professional development (8th comp.) and the course (process) of competency-development.

**PESTI CSILLA**

**TEACHER TRAINING IN EUROPEAN PHD STUDIES: THE RESHAPING TEACHER LEARNING FOR A BETTER STUDENT LEARNING IN A EUROPEAN CONTEXT**

The first cycle of the project titled European Doctorate in Teacher Education (EDiTE) was launched in 2012 by a consortium of six project partners (one of them is Eötvös Loránd University, Budapest). The project has recently entered its second, 3-years-long phase which includes the realization of “The Learning Teacher” research project, as well as the expansion of the list of offered programs by the university's Doctoral School of Education. This article intends to introduce the EDiTE project's past and present, a research project of ELTE titled “The Learning Teacher” and its three sub-components, and the ELTE/EDiTE doctoral program.