

A TANULMÁNYOK TARTALMI ÖSSZEFOGLALÓI ANGOL NYELVEN

Tamás T. Kiss: *The three S's*

(Scientist education, support, step-outs, particularly in the first half of the 20th century)

Following the Treaty of Trianon Hungarian cultural policy was realized *to lack a modern expert training allowing the education of Hungarian researchers, who are familiar with international scientific relations.. Kuno Klebelsberg /1875–1932/ minister of culture in the 1920-as pointed out that in a country with modest reserves awaiting developments, besides the issues of education, culture and arts the*

support of science and professional scientist training must be devoted special attention. These must be regarded as investment priorities, which later on promote development in other fields as well, and have an innovative power in society. The minister's ambitions and efforts, under the conditions of the era, were more or less successful.

Péter Tibor Nagy:

Reflections to the social history of academic training in the state socialist period

In the period of 1949–1993 a national level board of Hungarian Academy of Sciences organised and controlled the postgraduate studies – contrary to the model of pre 1949 and post 1993 period, when it had been and (has been) in the hand of universities. The study describe this field following the language of the policy of science. The second part of the study use empirical data about the population who had got scientific degree (Candidate of Science, equivalent of the Phd) in that

period – more than 17000 people. Using a representative sample we try to describe this population in three-dimensional time axis (historical time, age of getting CSc, the point of the CSc-getting in the individual carrier). The study interprete the „massification” of the CSc relating the massification of university degree in comparative cohorts. The study interprete the changes in the proportion of woman, and the changes in the fathers occupation of scientific elite.

Sándor Benedek:

***The agronomic and technical graduates –
In this regions the mean the non-human intellect***

Through appropriately supporting arguments the author points out his worries that during the college education of the agronomic and technical experts the intellectual subjects and educational forms are declining. The quality of life in the small towns won't be able to progress/develop towards the appropriate directions without the presence of

an intellectual knowledge in this regions, in such small town environments. Today in the very rural areas the agronomic and technical graduates – and sometimes the local vets – mean the non-human intellect. It is the interest of our society to prepare them for that.

Csaba Jancsák:

*Identifying the structure of values among teacher training students
in two regional universities*

In the past few years a wide range of system related processes have escalated in Hungarian higher education. These changes strongly relate to the world of youth: the life frame, school carrier, lifestyle, the way of life, and the value system of students in higher education have changed. Due to the escalation of the economic crisis in 2009 in Hungary and also to the social crisis caused by the malfunctions of the transition to democracy and market economy 20 years ago, the role of the teacher society and teacher training institutions has become substantial. As a result, our focus of attention has been laid on the group of teacher trainees among students in higher education. The aim of our research was to analyse the sociodemographic characteristics, family relations, school carrier, life events and value orientation of students in teacher training. The data record of our questionnaire took place in 2009 at the University of Debrecen (N=141) and the University of Szeged (N=385). The issues to be answered in our research were: What value orientation and attitudes characterise students? The draw back of students into primary groups (family, friendship) is accompanied by the descending opinion-shaper effect of the mass

media. We can witness the rise of social values and social capital, emphasizing that this phenomenon appears together with the growing importance of a peaceful world and security. All the above is connected to the crisis, the appearance of the symptoms of a society of „scarcity” after the society of „ampleness” (a way of system turning inside). In the value preferences of teacher trainees the post-materialist value system appears in a complex way side by side with the new materialist value system, which is mostly shaped by info-communicative techniques. Thus from the respect of value system, the currently shaping future teacher generation is tied by a dual chain; on one hand the expectations hiding in the profession, on the other hand social reality, namely the contradiction between the world ideals, and the disorder in the functioning of society: the opposition of reality, and the mental representation of a teacher’s profession may not only lead to new teacher roles, but also result in role conflicts, and may have profession-socializing consequences, which means that higher education institution may have to face new challenges that affect the subject of the training to a great extent.

*Teréz Kleisz: Searching for Quality Standards and Points of Reference from the
Discourses on the themes of Professional Communities, on the Possible Roles of
Intellectuals and Cultural Modernity*

Never before has *quality* been quite such an important area of concern in a wide variety of social contexts. For the purpose of assuring quality, new and different forms of managerial control tools have emerged like external evaluations, accreditations, audits, and benchmarking, etc. This process seems to undermine the trust in professions. In the course of modern historical times members of professional communities had succeeded in establishing a relative autonomy to control their work and to sustain norms and standards safeguarding quality performance. Are they capable of still providing that function? The paper seeks to explore

other powerful discourses proposing varied reference points and value-orientations – one anchored in the ongoing debate on the role of intellectuals, whether they are to be involved in the educative project of cultivating citizenry; and another highlighting the reflections and value transgressions induced by the forces of cultural modernity. The article advocates the relevance of communities (fluid or more robust) and public domains as social sites for rational-critical dialogue generating and reinforcing professional and ethical principles, providing a possible list to choose from.

Gabriella Tajti: „Like a Marionett puppet”.

The Mental Health of the Students at the University of Szeged

The author's aim was to search the reasons of the lifestyle and integration problems, as well as, the value crisis of the students at the Szeged University. This analysis points at the institutionalized counselling service, mental-hygienic consulting services for students, managed by the Psychological and Counselling Centre for Students of the

University of Szeged. Concerning to the data of the Psychological and Counselling Centre for Students the author tried to exactly clarify the special problems of the university education and the daily challenges of the students.

Maria Palcsó:

The chances for transmitting culture

The main characteristic of our modern world is constant change. A task of crucial importance is how effectively we react to these changes, the majority of which are noticeable within the field of culture. This writing which is connected to Márkus György's essay *Culture and Modernity (Kultúra és modernitás)* examines the question whether *self-*

reflexion, which is a must in transmitting culture in the 21st century, can make use of the traditions concerning culture of the last 200-250 years labelled as *modernist* and showing the signs of radical rejection of former traditions.

József Török:

The public cultural inspectorate system is 10 years old

The essay's body was written in 2009. It examines the first decade of the inspectorate system which was established by the Ministry of Culture in 1999 and it has made hundreds of general and specific investigations. The author in the first part of the study describes chronologically the ten years' history within this, he lists the first five most im-

portant success and faults. In the second part of the essay, the system's activity in the first ten years is analysed from some main points of view and – based on the lessons – suggestions are made. The third part sums up the actualized results of the original essay – completed up to present.

Gyula Csoma:

Dissertation on the relationships between dissemination of culture and andragogy

The position of andragogy as the discipline of adult education and adult training is still uncertain somehow among the disciplines of dissemination of culture. In spite of that the discipline of andragogy in 1960 years it has already included the university and college training for professional disseminators of culture. The dissertation put the question can it provide the andragogy with something and if does it, with what can it provide for theories, disciplines as chosen for the subjects of dissemination of culture, as far as for the thousand faced practices of the networks of dissemination of culture. From the other aspect: can the andragogy step into such a fields which do not belong to the formally determined system of its function and institution? Its abstract,

theoretical answer to the questions the dissertation postulates the appreciation of culture, as learning, the dissemination of culture as teaching, the more – followed by Mátyás Durkó – as education and in that way it combines with andragogy dealing with the adult learning, adult teaching (education). In that relation as an example it surveys some of the psychological, social psychological, sociological, economical relation-ships assimilated by andragogy, based on which it came to the practical consequences of andragogy, and on about those of (relationships and its andragogical consequences) supposes they are also not indifferent for the dissemination of culture.

Mihály Sári:

By our own strength, with European knowledge

Mihály Sári's essay: „By our own strength, with European knowledge” outlines the positive turning points in Hungarian adult education over the past twenty to twenty-five years. The essay offers encouragement for people working in this field, and explains the cultural policy, scientific research and structural changes which have changed views with regard to adult education following the political transformation of Hungary in 1989. Experts in adult education consider the acceptance of Andragogy among the interdisciplinary and multi-disciplinary sciences to be a clear success, because previously Andragogy was a Cinderella subject among single disciplines. Over the past two decades, Andragogy has won a proper place within the taxonomy of sciences, the subject has become an established branch of the educational sciences, and specialists in the field have arrived at a consensus regarding the system of scientific concepts specific to the domain, concerning the usage of those concepts, and over the content denoted by them. More recent studies in adult education have grown in sophistication, have been more precise in their use of technical terms, and have gone deeper into the institutional forms of adult education and its different age and target groups. The role of adult

education has grown, as the subject's content has broadened, and as its coverage has expanded to take in formal, non-formal and informal education. The professional background of researchers and teachers working in the field of Andragogy has changed over the past twenty years, together with the institutional system in which the subject operates, and the scientific and methodological culture which flows into it. The greater part of the developments have taken the form of improvements in our own scientific work, but an important minority of them have involved foreign partner organisations – particularly the German Association of Adult Education Centres (DVV) which has supported the organization of research and publishing activities. Students of Durkó-Maróti-Kozma schools, have gone on to become researchers and to occupy important positions in the network of academic and cultural institutions which deal with adult education. In under two decades, the institutional system of Hungarian adult education has become a part of European networks in the field. The Hungarian network of scientific research has today become an internationally important source of knowledge relating to adult education.

Sándor Remsei:

Interaction: economy and culture

Different sciences have different approaches to the notion of culture, but they recognise its determining power and importance in personal and social life. New discoveries and technological answers of the mankind have greatly changed the economic bases and as a result the everyday life of people, too in the last 100-150 years. The sudden improvement of the present time – especially in the field of communication – means another trial for the human being who has not changed at all in biological sense. Culture, which establishes a base for social adjustment of the person, has not been able to keep up with the accelerated world. People are often unable to handle the difference between the everyday reality and ideals transmitted by the media. Traditional communities have also transformed or disintegrated and the classical culture mediating and value defining social ground has also come apart. The economic-technological effect is being reinforced by the cultural blending of the globalizing world, and one aspect of that is the unification of the mass culture while the other is the relation of the local cultures to the incoming cultural effects. These effects have both appeared

overtly due to the numerous migration of people and form the society as other type or new scales of value transmitted by the media. Cultural differences and discrepancy of the set of ideas even generate conflicts. Up-to-date research claims that cultural differences determine the economic potentials of people, groups and societies since their behaviour and economic thinking is being determined by their culture. Researchers wrote about the economic performance of countries having different cultural features. According to the analysis and evaluation of several factors Hungary got into the group of Balkan countries whose economic potential is weak. Cultural features can be changed if there is a wide consensus and capacity for acceptance. If politics can determine the appropriate direction and sometimes rises above its short-term interests, then corresponding cultural and economic policy can influence the social parameters. To do this work we need qualified culture mediators. Therefore we should integrate the basic knowledge of culture mediation into professional training since everybody acts as the PR specialist of the national culture in their own field.

Mónika Törökné Babinszky:

A szociálisan hátrányos helyzetben élő munkanélküliek képzési lehetőségei és esélyei

I dealt with a kind of phenomenon in my short article which we can meet during our everyday-life. This phenomenon can be connected to mental-hygiene which is the same as burnout. I think that it is a very important thing to introduce this notion to everyone, because in our rushing world, economical state and in the private values of life it is stile a basic necessity to deal with this problem. We also have to face those problems which exist in all people's lives, in our everyday-life, although we do not want or can not face them. We have to learn how to live a healthy life in order to prevent burnout. Firstly, I find that the most important step is to learn what this notion really means so that we can keep our souls healthy. If people pay attention to the dangers which I mentioned in my article and if you can apply the techniques I offered, we will be able to proore at the end that our spiritual health can be protected. So the most important aim is to defend our spiritual health. We have to protect is not only at work but inside of our families as well. We have to find the way to put everything in order in our souls so as to create a happy and welw-balanced life. In my opinion teaching spiritual health, protecting it and dealing with burnout should be highly important things in our lives. Nowadays it is very important not to loose our capability of watching ourselves, so we can realize at once if any

problem occurs. It is important to pay attention to our problems in all sorts of jobs, not only as androgogists, hence with the help of these methods-Hungary's pessimistic and a little bit „sick” mood, furthermore the atmosphere of workplaces and families-could be made much better. These two upper mentioned themes are in the centre of my interest, the burnout, and possible methods for healing or preventing burnout. The methods of healing are mainly for ourselves to solve our own problems and we can easily, successfully learn them. Of course, there are cases when we can not solve our own problems any more; this is the time for mediation. I think that it is important for us to use our capability to come rightly out of our conflicts-even if we loose at the end of the discussion-admitting where we made the mistakes. However to reach this level, we need emotional intelligence (EI), too, such as high general knowledge. Furthermore there are such cases of course when we can not solve our own conflicts any more; in ourselves or we oppose others in a conflict or discussion. In such a situation we should be brave enough to ask for help from a third person. This third one can be even an expert or only an impartial person but anyway, asking for help can be a sort of possibility for us to regain our spiritual health.

Orsolya Wagner:

Faith in adult education – belief in teaching adults

In my essay I would like to present a special institution, the Church, having existed for several centuries. The theme of my research is an everlasting question: how the Church is instrumental in human life, how it makes an impression on somebody's way of thinking, forming opinion. I approach the topic from many aspects: I show the of-

fer of teaching in Lutheran Theological University and the outstanding, unique programmes in Szarvas such as „With Tessedik into the 21st century” – The Second Chance People's Academy and I deal with places where through which the Church gives answers to individual questions.

Gabriella Szécsi:

Placards-observations

The author examines the political and marketing-communicational placards of the electioneering held in Hungary in 2006, and 2010, searching for significant differences in the appearance of the placards. Searching for answers regarding the questions how the placards visual, verbal and other components influence the electors opinions, what kind are the meaning of the placards for them. The author analyzes the placards by political parties, bringing examples from both electioneering, using only analitic method, without any prejudice. To

summerize, in both electioneering every party used visual communication with ephasis, because they presumed it can greatly influence the opinions of the citizens. An able, „sellable” party, needs an image which can represent the ideology of theirs, this is a must for any party which is in the political competention for governing the state, since it strenghtens the beliefs of the already loyal voters of the party, it can also bring the hesitants closer to voting for them.

Viktor Göncző:

Graffiti: effective factors of the urban density, and the genres of spatial cultures

Different residential and cultural groupings formulate diverging concepts about the structure of urban spaces. From the perspective of a subculture, this paper aims to explore a significant experiential component: the visual aspect of urban saturation. The discussion of urban density can be carried out not only with respect to its physical aspects, but also regarding its metaphorical manifestations in-

fluenced by various social and cultural factors. The expansion of urban density triggered the appearance of a particular genre – the graffiti – which opposed the homogenizing effects of this development, enriching the visual experience of contemporary urban spaces with strikingly novel elements.

