

ABSTRACTS

GÁBOR KOZMA – ERZSÉBET PETRÓCZI – ANITA HEGEDŰS: RESEARCH STARTED ON THE ESTABLISHMENT OF A MODEL INSTITUTION IN BÉKÉS

The Ferenc Gál College plans to develop its vocational training institution in Békés into a model institution, basis school of special pedagogy. As a first step in this endeavor, several educators at the institution underwent intensive training to gain insights into how young people with special needs could be treated through specific pedagogical approaches. One of the aims of the research group created in connection with this initiative is to make the development of teacher competence measurable.

In this study, we present our first results. Examining the relationship between burnout with demographic background factors and the relationship between burnout and self-efficacy, we can in all probability be able to grasp a dimension (self-efficacy) that is considered to be an important factor in the development of burnout. In this context, it is likely that increasing self-efficacy and reinforcing self-efficacy beliefs can be considered as the “antidote” to burnout. According to our plans, the conclusions, correlations, patterns and experiences that can be drawn from the results of the study can be integrated into the teacher support system.

ISTVÁN THÉKES: EMPIRICAL INVESTIGATION INTO THE RISK OF FOREIGN LANGUAGE TEACHER BURN-OUT

In the present study, I present the process of my latest research that has focused on language teachers’ risk of burnout. Factors related to burnout syndrome may be divided into two groups: 1) resources and 2) demands. In case demands overwhelm resources, there may occur risk of burnout. There is empirical evidence that this concept stands for educators as well. In a national study Szabó & Jagodics (2016) item-analyzed the Maslach Burnout Inventory and involved three dimensions into their data-gathering instrument (emotional, spiritual and social). I applied their questionnaire in my study. As for the investigation into the burnout of language teachers, some studies are cited in my study. As an overall stipulation based on these studies, some assertions may be made: 1) there is no significant difference between males and females in terms of risk of burnout, 2) the Maslach Burnout Inventory is the most popular tool used for the measure of burnout amongst language teachers, 3) teachers using innovative classroom methods are endangered to a less extent than those using traditional, frontal methods.

In my empirical study, I used also used the Maslach Burnout Inventory involving three dimensions. Twenty-eight language teachers participated in my research in May

2018 in Hungary. There was a diverse distribution in terms of which school type they had been teaching in. Based on the analysis of data, I asserted that the emotional factor had the highest value and on the grounds of t-tests, I pointed out that there is a significant difference between the emotional dimension and the other two dimensions. This finding is in accordance with those published previously by other researchers. I also asserted that teachers teaching in secondary vocational schools stand the highest risk of burning out and those teaching in language schools face the least amount of danger of burnout syndrome. I also highlighted the fact that language teachers show a lower rate of risk of burnout than educators in general. Further conclusions and limitations are drawn in the study.

ERZSÉBET PETRÓCZI: DIFFERENCES IN BELONGING TOGETHER – APPROACH WITH RELATIONSHIP GUIDING PROCESSES

Society itself creates most injuries. Many of these are suffered by people at birth, or in various subsequent accidents. Their terrible impact on the life of the person and the family often depends not on the nature of the injury, but on the attitudes of the members of society. People with special needs are threatened by social exclusion.

Everyone, every child, and so on, have the right to equal treatment in a good community. For all men are creatures of God, so each one deserves respect! The question is just how can we achieve this in our daily lives? This study seeks the answer to this question.

SZILVIA BEKE: PRE-HOSPITAL CARE OF ACUTE MYOCARDIAL INFARCTION AND ITS FEATURES IN BÉKÉS COUNTY ACCORDING TO A RESEARCH PROJECT

Access to health care and its difficulties is one of determinative factors in health inequalities. In our three years course research project we analyse the connection between Hungarian health inequalities and barriers of access to health care with the help of a cardiovascular disease called acute myocardial infarction. The aim of this study is to present the most important features of pre-hospital care regarding infarction which is based on using quantitative and qualitative methods together. Majority of our results can strengthen the conditions of a paradox situation in Békés county. On the one hand, marked improving tendency has happened in infarction care of Békés county in the latest years based on a new PCI centre opened in Gyula. It went together with stronger cooperation between pre-hospital and hospital care of infarction. On the other hand, it can be experienced that the lower level of health behaviour results longer pre-hospital times in this county than the national average, because patients are hesitating so long to ask medical help after the first symptoms of infarction.

The further step in our research project is to evaluate the characteristics of hospital care regarding infarction based on the most important experiences of interviews made with medical professionals and patients too.

ANDREA HOMOKI: THE CHILD PROTECTION NECESSITY ORIENTATION IN THE KINDERGARTEN AND SCHOOL HELP

The youth research findings reviewed in the study highlight the diversity of pre-school and school social work for children and young people. Based on the research results, it can be concluded that the improvement of the child's individual chances of future integration into the labor market and promotion of resilience cannot be achieved effectively without the development of closer (family and friends) and wider (school, leisure) communities. The professionalism of the school social worker and kindergarten school assistant can be decisive in the creation, formation and development of communities that accept and integrate students and inspire their vision and life goals. Considering the practice orientation of education, the study also introduces innovations, "good practices" and programs that are decisive in the development of education in the field of child protection in Hungary.

ANITA NAGYNÉ HEGEDŰS: SELF-EFFICACY AND SPECIAL PEDAGOGY

In the first part of the paper, I shortly present the concept of self-efficacy, giving insight into the characteristics of an undeniably neglected construct in our country. After that its related points with special pedagogy is described based on my own research results. According to the results of the study, it can be confirmed that the factors with special pedagogical relevance play an important role in the development of self-efficacy. Thus, the necessity of a special pedagogical toolbox in everyday pedagogical work can be considered justified.

As a conclusion, I take a brief look at the teachers' self-efficacy in close relationship with student's self-efficacy, which is a new, innovative research trend in the country. Deeper knowledge and empirical mapping of this area is one of the most important goals of the research team of the Gál Ferenc College.

GÁBOR VELKEY: THE PERSONAL SOCIAL SERVICES MAIN FEATURES, TERRITORIAL DIFFERENCES, AND ITS CHANGES IN OUR COUNTRY FOR THE PAST 25 YEARS.

Over the past twenty-five years there have been many and significant changes in domestic social benefits, including institutional social services. A significant part of these services was made after 1990 by the state as defined by the local governments (municipal and county governments and their associations) as their mandatory tasks. Thus, the structure of the local government system, the tasks and powers of local gov-

ernments and their financing basically determines the quality and availability of services. In time towards the present, the private, civil and ecclesiastical service providers are increasingly involved in providing services, in response to malfunctions. My paper analyses the key features of the system, the occurring malfunctions, the supply inequalities, and the answers given to them from local and central governments and professional organizations. During my analysis, I rely on available statistical data.

KATALIN MEZŐ – FERENC MEZŐ – IMRE VARGA: THE OXIPO MODEL FROM ASPECT OF SPECIAL PEDAGOGY

Special education practitioners, as highly qualified professionals, must have theoretical and practical knowledge beyond the general education of educators to carry out their tasks effectively. One of the possible theoretical frameworks for the systematization of this diverse knowledge and competence repertoire, as well as for the planning, coordination, and implementation of special education work is the Ox-IPO model. According to Mező's OxIPO model, the learning is a kind of information processing, which main components are: organizing of learning, and input, process, output of information. With the help of this model, the diagnostics, development and research of cognitive and noncognitive personality variables can be grasped in a uniform system.

KATALIN MEZŐ – FERENC MEZŐ – IMRE VARGA: ENCOURAGING CREATIVITY FROM THE VIEWPOINT OF SPECIAL PEDAGOGY

Creativity is one of the most important characteristics of modern life in the world of school and work. It is equally needed for artists and scientists and it helps to solve everyday problems too. So, the development of creativity should be a highlighted aspect of education - also in the case of special education.

The present study shows the role of creativity in special pedagogy. On the other hand, it summarizes the role of creativity in special pedagogy and the relationship between creativity and intelligence. In sum, the our study focuses on possibilities of development of creative thinking.

ERZSÉBET PETRÓCZI: BURNOUT IN A RAT RACE

The phenomenon of burnout can affect everyone. The range of professionals at risk is broad – doctors, nurses, social workers, caregivers, helpers, psychiatrists, psychologists, teachers, officers, policemen, executives, managers and all those who deal with people. It makes a big difference whether the specialist is dealing with people or working with objects. Under the hands of a “burnt out” worker the machine keeps functioning and produces the desired outcome. However, when a teacher, social worker, doctor, nurse or an official performs his/her work in an unmotivated manner, he or

she negatively influences the environment of the people or children they supposed to take care of.

It would be good if the crisis (burnout) would encourage professionals to work internally on their self development, and thus become a leader in working on ourselves. If exhaustion is a key, we consider it as a sign for our internal self-development - our journey will not only be easier but it will go on further and deeper. We will not only survive, but we will also develop.

ANDREA HOMOKI: EMBODIMENT OF CHILD PROTECTION ON SOCIAL WORKERS' VOCATIONAL TRAINING

Related to the topic of the church teaching of social work - child protection in social education - I highlighted the appearance of child protection in the vocational training of social workers at Gál Ferenc College in my conference presentation. In addition to pointing out the features of the environmental and personal system of social worker training, I present theoretical and practical models of social work that fit into family, child, and youth protection. With regard to the coherence of theory and practice, I write about the practical conditions and characteristics of training. By presenting the impact mechanisms involved in the training of future social and child protection professionals involved in the practice-oriented higher education training, I intend to underline the efficiency-enhancing factors of education to sense of profession.