

# Abstracts

## Director Béla Andrási and the Trials of the Teacher Training Students in Jászberény in 1956-1957

Péter Donáth

### Abstract

Béla Andrási was the director of the Jászberény Teacher Training College from 1949 to 1978. His successful career was seriously endangered in April 1957, when he and his fellow teachers tried to save the careers of his students who had joined the city's Revolutionary Youth Association, supported it, and stood as an armed guard in the College of the University of Agricultural Sciences in the city - and during a visit to Budapest - but never fired their weapons, staying away from the fighting. The city's party and council bodies, therefore, accused him of "excusing counter-revolutionaries" and recommended his dismissal at the end of the school year and his transfer to another city. This documentary narrative brings the events and atmosphere of that time, and the political mechanisms, closer to its readers by using contemporary sources. In memory of the Jászberény teachers who took risks for the sake of their students and their institute.

**Keywords:** 1956-1957; Jászberény; teacher training students; Béla Andrási; trials

## Smaller Families, Smarter Children? Relations between Student Achievement and Demography

István Polónyi

### Abstract

The aim of the study is to examine the relationships between parental education, fertility, and student performance, with the goal of analyzing this system of relationships based on international data as well as domestic facts. The paper first presents a broad literature analysis on the relationship between family size and child academic achievement, then on the relationships between fertility and education, and on the relationship between parental education and PISA results. It then examines the correlation between these factors using macro analysis based on a broad international database. Finally, it analyzes the correlations using domestic data, concluding that domestic trends differ from global trends in several respects, which is due to successful and unsuccessful government policies.

**Keywords:** parental education, fertility, and student performance

## The Role of Professional Communities in the Teacher Education of Hungarian Universities

Dániel Bodnár

Teacher shortage is one of the most relevant topics in educational research. Related studies examine both the causes and the potential solutions. In this discourse, teacher training and its factors (recruitment, professional socialization) play a crucial role. The emergence of non-traditional students, and structural changes in Hungarian teacher training further shape this research area. For teacher education students, challenges usually arise in intra- and intergenerational relationships, and professional socialization. Our research examines professional learning communities (PLCs) in formal teacher training as potential solutions to the challenges that might arise

in the aforementioned areas. These groups fulfil students' social needs, encourage triological learning, and induce professional development. We studied four PLCs in Hungarian universities (Polónyi, 2019) through the inquiry of 16 students via focus group and individual interviews. The questions aimed to explore students' view on their teacher training, their community activities, and career plans. The social and educational background was inspected via a background questionnaire. The textual database was analyzed with Atlas.ti 7. Findings show that students face challenges similar to those described by prior research, such as the lack of strong interpersonal ties on campus, or insufficient amount of pedagogical material in the training. PLCs tackle these through community relationships, reflective learning and the reinforcement of teaching aspirations. This impact culminates in the fact that all student interviewees plan to work in an educational field after graduation.

**Keywords:** academic integration; professional socialization; professional learning community; teacher education

## **An Opportunity for Internal Transformation: Klára Kokas's Art Education as a Transformative Experience by the Interpretation of Certified Facilitators of the Kokas Method**

Kinga Cseri – Boglárka Boldizsár

### **Abstract**

The current study emphasizes the effectiveness of art education methods, particularly focusing on the comprehensive approach of Klára Kokas and highlighting the importance of her methods for personal development. Starting with the ontological significance of the arts, the text reflects on the differences between art-therapeutic and art-educational methods. This is followed by a brief overview of Klára Kokas' lifework, which is considered a cultural treasure not only in Hungary but also internationally. Her practical works and her work-related documents deserve preservation and a detailed examination at both national and global levels, allowing for further interpretation. The present empirical research involved a nationwide investigation in the form of a questionnaire among Hungarian certified facilitators of the Kokas method, concentrating on their first impressions of Kokas pedagogy and their experiences of catharsis during the completion of both beginner and advanced training courses. Additionally, we investigated the inter- and intrapersonal development and the attitude-forming potential after the Kokas advanced training course titled "Seeing and Making Others See Lights from Music" among research subjects. The findings of the study indicate that the first encounter with Kokas training left a positive and lasting impression on participants, the facilitators of the Kokas method. Most respondents reported undergoing significant internal transformations during both the beginner and advanced courses.

**Keywords:** art pedagogy; educating with art; Kokas-pedagogy; personal development; transformation

## **Challenges of the Pedagogical Work of Teachers in Correctional Institutions**

Márta Miklósi

### **Abstract**

Teachers in correctional institutions face complex challenges in the exercise of their profession. Juveniles who study in these institutions are in a particular situation: they are typically less able than their peers and have often had negative school experiences during their school years, and very often suffer from mental health problems and emotion regulation disorders. Successful educational programmes in these settings are also hampered by the characteristics of correctional institutions, where safety is paramount, which can have the effect of undermining support for educational efforts, outdated technology and a lack of educational materials for teachers. A further problem for teachers is the mental isolation due to the physical isolation of the correctional facilities and security concerns, and the lack of homogeneous groups by grade level. This complex and challenging situation is faced by teachers, who often receive little or no training before starting work. It would be worthwhile to include a specific training for prospective teachers in prisons and correctional institutions in the teacher training

programme. Also mentoring could help, so that experienced mentor teachers with an understanding of the field could advise newly recruited colleagues. Because of their intellectual isolation, it would be important to connect teachers in reform schools with other teachers, so that they could exchange experiences and strategies through collaboration and networking with teachers in the public education system. In addition, team building within the institute would be important to increase collegial and professional support, as well as the continuous development of teachers' skills through trainings.

**Keywords:** juvenile offenders, teachers, pedagogical challenges, special target group, mentoring