

ABSTRACTS

BÁNHEGYI MÁTYÁS – TÖRÖK JUDIT – DÓSA ILDIKÓ – FAJT BALÁZS: University Students of Business on Lifting Foreign Language Examination Requirements in Tertiary Education: A Small-scale Study

In line with the Hungarian government's measures, announced in the summer of 2022, to eliminate foreign language examination requirements in higher education, foreign language examinations may lose their relevance in the tertiary context. The government decree leaves it to the discretion of higher education institutions to decide whether to require language examinations as a training and output requirement of their training programmes. In the scope of a phase-in system introduced as of 2024, the decision will allow higher education institutions to offer degree programmes without the imposition of state-accredited foreign language examination requirements. With the help of a small sample qualitative empirical study, students' attitudes and opinions on foreign language examinations were explored in relation to the above government decree and its impacts. The study analysed university students' (n=19) term papers on this topic. Our results show that the participants of the research consider language examinations and language learning useful, and they reckon with a variety of ways of acquiring language skills during and after their higher education studies. In addition to the motivating effect of language examinations, respondents stress the importance of language learning for coping with real-life and work-related situations.

Keywords: *foreign language exams, higher education, knowledge of foreign languages, lifting of foreign language examination requirements, motivation*



*Czank Zalán (3. osztály) –
2024, tempera, vászon*

CSUTORÁS, GÁBOR ÁKOS: Nomenclature of generations

Nowadays generations receive special attention both in scientific research and public speaking but at the same time the consistent use of generational labels is not at all common in the discourse and the situation is actually chaotic in this field. Names of generations that lack scientific basis or just pick a single characteristic with a particularly negative meaning gives ground to harmful stereotyping, generalizations and formation of prejudices against different members of society in public thinking. The inconsistent use of different labels also hinders the interpretability of researches from a methodological point of view and makes it difficult to compare the results. In my work I organized a total of 130 generation labels found in various sources into a structure in order to establish a kind of nomenclature to support further discourse. Some names for example refer to significant historical events or social phenomena on an international level or in a specific country, while others refer to some human characteristic, however there are also names in use with no particular meaning. Obviously, it is not possible to banish the usage of any generational labels but in my work I provide a nomenclature that systematically presents the wide range of labels used today in order to support a more considered use of terminology either for the sake of further scientific research or just in case of any interest in this topic.

Keywords: *generation, nomenclature, labels*



*Bognár Gréta (4. osztály) –
2023, tempera, vászon*



*Kovách Luca (3. osztály) –
2024, tempera, vászon*



*Csertyaszki Panni (5. osztály) –
2024, tempera, vászon*



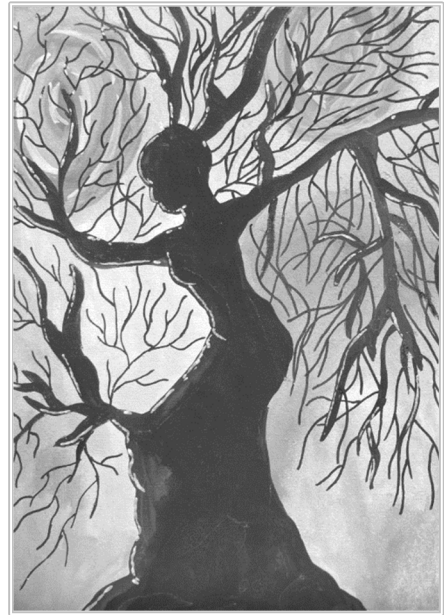
*Márkus Dalma (5. osztály) –
2024, tempera, vászon*



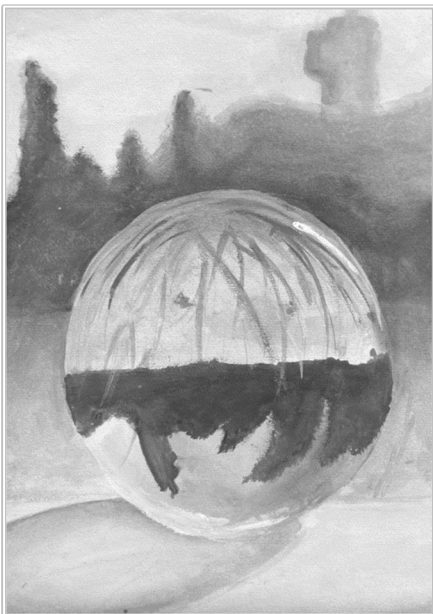
*Rácz-Lukács Dóra (7. osztály) –
2023, tempera, vászon*



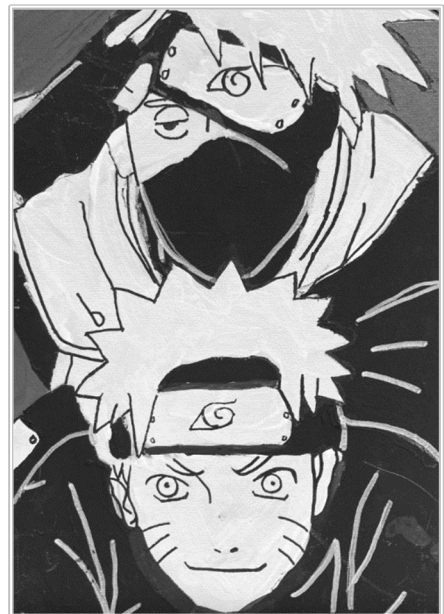
*Erdélyi Kamilla (7. osztály) –
2024, tempera, vászon*



*Szabó Kinga (3. osztály) –
2024, tempera, vászon*



*Melykó Emma (7. osztály) –
2024, tempera, vászon*



*Weyde Áron (4. osztály) –
2023, tempera, vászon*