

ABSTRACTS

URBÁN, PÉTER: Inhibitory anomalies in the presentation of constructivist learning theory – Why are the benefits of a promising theory not realized in practice?

The constructivist learning theory is a model for theoretical and practical experts alike, which can effectively contribute to a detailed understanding of learning-related phenomena, adequate processing of problems, and professional solutions. Because it is a flexible and integrative theory that interprets learning in a broad sense, does not neglect previous research results, and is compatible with other discourses.

In our opinion, the advantages of the constructivist learning theory are not sufficiently applied in practice, even though this model has long been a common reference in pedagogical research. This paper explores the reasons for this controversial situation and highlights some of the anomalies that inhibit the adaptability and understanding of constructivist learning theory. In our opinion, the literature presenting constructivist learning theory is responsible for these anomalies. From this point of view, we examine six topics, which we divided into two groups: In the chapter entitled "Faulty opposites", we discuss the logical errors that can be discovered in the presentation of the constructivist learning theory; in the second part, we reveal the shortcomings of this presentation: the incomplete reflection of the epistemological and historical relationship and the scientific orientation, which is also reflected in the one-sidedness of the terminology.

Keywords: *constructivist learning theory, implementation, learning environments, learning theory awareness, hermeneutics*



JANURIK, TÍMEA: Efficiency in the music schools in terms of folk music teaching

The study summarizes the results of a pilot study, made for the doctoral research: “Avoiding the drop out of the folk music education”, on 30-student sample. Within the study, the components of the effectiveness of music schools are investigated, based on the answers a self-made questionnaire, amongst the students of two outstanding music schools in the field of folk music education, the F. Chopin Music School in Gödöllő and the Óbudai Folk Music School.

It does not only serve the purpose to improve and enhance the doctoral research with its findings, but also contributes to the development of the final questionnaire. After interpreting the results, it can be concluded that the good socio-economic status of the two institutions and the families, as well as the individual and small group lessons at the music school, may contribute to the effectiveness. The individual lessons represent the realization of fairness due to individual skill development, whereas, the group lessons provide community affiliation, which, according to the responses, is one of the main reasons for the recommendation of folk music education for the peers. The students often perform at various events, where the vast majority feel a sense of well-earned excitement. The teacher is also a major contributor to the effectiveness, who is not only the driver of new knowledge acquisition, but also the biggest motivator for the folk music learners in the survey.

The respondents also expressed their views on what would contribute to preventing drop-out from folk music education, and the vast majority mentioned participation in folk music camps, dance houses and concerts as an important aspect. The study also demonstrates the revision of the questionnaire which is the base of the pilot study, that could provide further lessons for the topic of dropping out of folk music education.

Keywords: *folk music, music school, music education, effectiveness*



