

"Motivation – Attention – Discipline"
7th International Scientific Conference
October 4-5, 2013
Subotica, Serbia

University of Novi Sad
Hungarian Language Teacher Training Faculty



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Final Program and Abstracts

“Motivation – Attention – Discipline“

7th International Scientific Conference

October 4-5, 2013

Subotica, Serbia

University of Novi Sad
Hungarian Language Teacher Training Faculty

Final Program and Abstracts

Kiadó:
Újvidéki Egyetem, Magyar Tannyelvű Tanítóképző Kar, Szabadka

Fő- és felelős szerkesztő:
Takács Márta

Szerkesztő:
Czékus Géza

Technikai szerkesztő:
Vinkler Zsolt
Vinkó Attila

Tördelő:
Göncöl Róbert

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Pokrajinski sekretarijat za obrazovanje
Novi Sad

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GENERAL INFORMATION

Date and Place

The 7th conference of the Hungarian Language Teacher Training Faculty (MTTK) will take place on 4th and 5th October, 2013 in Subotica, Serbia, in the building of the Faculty called Yellow House (Strossmayer str.11).

Languages of the proceedings

During the conference simultaneous translations into Hungarian, Serbian and English will be insured.

The official languages of the conference are: Hungarian, Serbian, English, and Croatian.

Proceedings

The proceedings are published only in electronic form; each registered participant receives one (1) copy of eBook.

Registration Desk (ground floor, Registrar's Office)

The Registration Desk will be open during the Conference:

- Friday, October 4th 10a.m.-7p.m.
- Saturday, October 5th 7:30a.m.-10a.m.

Information Desk (1st floor)

The Information Desk will be open during the Conference.

- Friday, October 4th 10a.m.-7p.m.
- Saturday, October 5th 7:30a.m.-10a.m.

Presentation

The conference rooms are supplied with video projectors and interactive boards.

Smoking

Because of the new law restrictions in Serbia, smoking is prohibited in the Faculty building, in the courtyard, as well as in the street next to the Faculty building.

COMMITTEES

Founding Honorary Chair

Takács Márta, acting dean, UNS, Hungarian Language Teacher Training Faculty, Subotica

Scientific Program Committee

Bene Annamária – UNS, Hungarian Language Teacher Training Faculty, Subotica

Czékus Géza – UNS, Hungarian Language Teacher Training Faculty, Subotica

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Lepeš Josip – UNS, Hungarian Language Teacher Training Faculty, Subotica

Mlinarević Vesnica – J.J. Strossmayer University of Osijek, Teacher Training Faculty, Osijek, Croatia

Nemesné Kis Szilvia – Kaposvár University, Faculty of Pedagogy, Kaposvár, Hungary

Papp Gabriella – Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Needs Education, Budapest, Hungary

Pavlović Slavica – Faculty of Natural Sciences, Mathematics, and Education Sciences, Mostar, Bosnia and Hercegovina

Peko Anđelka – J.J. Strossmayer University of Osijek, Teacher Training Faculty, Osijek, Croatia

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Soós Anna – Babeş-Bolyai University, Faculty of Mathematics and Computer Science, Cluj-Napoca, Romania

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Takács Márta – UNS, Hungarian Language Teacher Training Faculty, Subotica

Tihanyiné Hős Ágnes, Eötvös Loránd University, Faculty of Elementary and Nursery School Teachers' Training, Budapest, Hungary

Organizing Committee

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Czékus Géza

Ivanović Josip

Lepeš Josip

Takács Izabella

Beke Ottó

Nagy Kanász Viola

Siflis Ágota

Vinkler Zsolt

e-Book editor

Námesztovszki Zsolt

Conference Secretary

Nagy Kanász Viola

Technical support

Námesztovszki Zsolt

Vinkler Zsolt

Vinkó Attila

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Gavrilović-Obradović Dragana – „Đura Jakšić” Elementary School, Kač

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Hajdicsné Varga Katalin – Kaposvár University, Faculty of Pedagogy, Kaposvár, Hungary

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Torok Melinda – UNS, Hungarian Language Teacher Training Faculty, Subotica

Vukov Raffai Éva – UNS, Hungarian Language Teacher Training Faculty, Subotica

A KONFERENCIA PROGRAMJÁ
PROGRAM KONFERENCIJE

MOTIVÁCIÓ – FIGYELEM – FEGYELEM

A nemzetközi tudományos konferencia programja

**MOTIVACIJA – ODRŽAVANJE PAŽNJE
UČENIKA**

Program međunarodne naučne konferencije

MOTIVATION – ATTENTION – DISCIPLINE

International scientific conference program

A KONFERENCIA PROGRAMJA PROGRAM KONFERENCIJE

A konferencia helyszíne a Magyar Tannyelvű Tanítóképző Kar (Strossmayer u. 11.) épülete

Mesto održavanja konferencije: prostorije Učiteljskog fakulteta na mađarskom nastavnom jeziku (Štrosmajerova 11.)

2013. október 4. – 4. oktobar 2013.

Díszterem – svečana sala

10,00-12,30 A résztvevők fogadása, bejelentkezés – *Prijem učesnika, registracija*

12,30-13,00 Köszöntők, a konferencia ünnepélyes megnyitója – *Pozdravne reči, svečano otvaranje konferencije*

13,00-15,00 Plenáris előadások – *Plenarni referati*

Egy-egy referátum időtartama 15 perc – *Referati traju po 15 minuta.*

DÉLUTÁNI SEKCIÓK POSLEPODNEVNE SEKCIJE

I. szekció, díszterem – *Sekcija 1. - svečana sala*

15,00-18,15 **MOTIVÁCIÓ AZ EGYES TANTÁRGYAKBAN – MOTIVACIJA U POJEDINIM NASTAVNIM PREDMETIMA**

szünet - *pauza* 17,00-17,20

II. szekció, nyolcas számú tanterem – *Sekcija 2. - učionica br. 8.*

15,00-16,15 **MOTIVÁCIÓ A NEVELÉSBEN – MOTIVACIJA U VASPI-TANJU**

III. szekció, nyolcas számú tanterem – *Sekcija 3. - učionica br. 8.*

16,30 – 17,30 **A MOTIVÁCIÓ SZEREPE A KÖZÖSSÉGI ÉLETRE VALÓ FELKÉSZÍTÉSBEN - ULOGA MOTIVACIJE U PRIPREMI NA DRUŠTVENI ŽIVOT**

19,00 **VACSORA –állófogadás, MTTK –VEČERA**

2013. október 5. – 5. oktobar 2013.

DÉLELŐTTI SZEKCIÓK – PREPODNEVNE SEKCIJE

IV. szekció, díszterem – *Szekcija 4. – svečana sala*

8,00-9,30 **A TANULÓK SERKENTÉSE; INKLÚZIÓ ÉS MOTIVÁCIÓ - POTICANJE UČENIKA; INKLUZIJA I MOTIVACIJA**

V. szekció, nyolcas számú tanterem – *Szekcija 5. – učionica br. 8.*

8,00-10,00 **A PEDAGÓGUSKÉPZÉSBEN TAPASZTALHATÓ MOTIVÁCIÓ; AZ ISKOLÁSKOR ELŐTTI GYEREKEK MOTIVÁLÁSA – MOTIVACIJA U OBRAZOVANJU BUDUĆIH PROSVETNIH RADNIKA; MOTIVACIJA DECE PREDŠKOLSKOG UZRATA**

VI. szekció, díszterem – *Szekcija 6. – svečana sala*

9,30-12,45 **MOTIVÁCIÓS LEHETŐSÉGEK – MOGUĆNOSTI MOTIVACIJE UČENIKA**

VII. szekció, nyolcas számú tanterem – *Szekcija 7. – učionica br. 8.*

10,00-13,00 **A MOTIVÁCIÓ KÜLÖNBÖZŐ MEGKÖZELÍTÉSE – MOTIVACIJA – PRILAZ IZ VIŠE ASPEKTA**

Díszterem – *svečana sala*

13,00-13,30 Kádár Annamária - A MESÉRŐL

13,00-14,15 Minden szekció: **A konferencia munkájának kiértékelése és a konferencia befejezése**

Sve sekcije: Diskusija i zaključci, zatvaranje konferencije

14,15-15,30- Ebéd – *Ručak*

15,30-17,00 **SZABADKAI KÖRSÉTA (legkevesebb 15 fő esetén) – OBLAZAK CENTRA SUBOTICE (minimalan broj učesnika je 15)**

A konferencia ideje alatt a folyosón kávé, üdítő és péksütemény várja a résztvevőket.

Za vreme rada konferencije na hodniku će se poslužiti kafa, sokovi i peciva.

2013. október 4. – 4. oktobar 2013

Díszterem – *svečana sala*

10,00-12,30 A résztvevők fogadása, bejelentkezés – *Prijem učesnika, registracija*

12,30-13,00 Köszöntők, a konferencia ünnepélyes megnyitója – *Pozdravne reči, svečano otvaranje konferencije*

PLENÁRIS ELŐADÁSOK *Plenarni referati*

Elnöklő – prededava: *Lepuš Josip, Keresztény István*

13,00- 13,45 **Deszpot Gabriella:** VAN-E BEVÁLLALHATÓ RECEPT A TANULÁSI MOTIVÁCIÓRA? - *IS THERE A GOOD "RECIPE" FOR KEEPING ONE MOTIVATED FOR LEARNING?*

13,45-14,30 **Pavlović Slavica, Topić Kristina, Pinjuh Katarina:** O (DE) MOTIVACIJI – S ASPEKTA UČENIKA - *ON (DE)MOTIVATION – FROM THE PUPILS' POINT OF VIEW*

DÉLUTÁNI SZEKCIÓK POSLEPODNEVNE SEKCIJE

I. szekció - 15,00-18,15 - díszterem – *Szekcija 1. - svečana sala*

MOTIVÁCIÓ AZ EGYES TANTÁRGYAKBAN MOTIVACIJA U POJEDINIM NASTAVNIM PREDMETIMA

Elnöklő – *predsedava*: Sztanáné Babics Edit, Pintér Krekity Valéria

Szünet – pauza 17,00-17,15

Földvári István: HOGYAN TEREMTJÜK MEG A MOTIVÁLATLANSÁGOT A JELENLEGI IRODALOM ÉS NYELVTAN TANANYAGOKKAL? - HOW THE STUDENTS BECOME UNMOTIVATED BY THE LITERATURE AND GRAMMAR CURRICULUM?

Vodopija Irena, Krumeš Šimunović Irena: DRAMSKI MOTIVACIJSKI POSTUPCI U NASTAVI MATERINSKOGA JEZIKA - DRAMA AS A MOTIVATION PROCESS IN THE LEARNING OF MOTHER TONGUE

Bakota Lidija: MOTIVACIJSKI POSTUPCI U NASTAVI POČETNOGA ČITANJA I PISANJA - MOTIVATIONAL TECHNIQUES IN TEACHING READING AND WRITING TO BEGINNERS

Ramadanski Draginja: PARODIJA KAO FAKTOR MOTIVACIJE U NASTAVI RUSKE KNJIŽEVNOSTI - PARODY AS A MOTIVATING FACTOR IN TEACHING RUSSIAN LITERATURE

Subotić Irena: ULOGA ILUSTRATIVNOG MATERIJALA U NASTAVI STARORUSKE KULTURE I KNJIŽEVNOSTI THE ROLE OF ILLUSTRATIVE MATERIAL IN THE TEACHING OF OLD RUSSIAN CULTURE AND LITERATURE

Pintér Krekity Valéria: A KEZDŐ MATEMATIKAOKTATÁS MOTIVÁCIÓS RENDSZERE - MOTIVATION SYSTEM IN BEGINNER MATHEMATICS EDUCATION

Apácska Magdolna, Keresztény István: A TANULÓK MOTIVÁLÁSA A FIZIKA OKTATÁSÁBAN - МОТИВАЦІЯ УЧНІВ У ПРОЦЕСІ ВИВЧЕННЯ ФІЗИКИ

Berbić Kolar Emina, Višnja Franić: ZASTUPLJENOST BILJNIH I ŽIVOTINJSKIH LEKSEMA U UDŽBENICIMA I ČITANKAMA ZA NIŽE RAZREDE KAO MOTIVACIJA U USVAJANJU GRADIVA HRVATSKOGA JEZIKA NA ENGLISKOM JEZIKU - REPRESENTATION OF PLANT AND ANIMAL LEXEMES IN TEXTBOOKS AND READERS IN LOWER GRADES AS A MOTIVATION TO ADOPTION OF THE CROATIAN LANGUAGE LESSONS

Djudja Kristijan: KVIZ KAO MOTIVACIONO SREDSTVO NASTAVE MUZIČKE KULTURE U RAZREDNOJ NASTAVI - QUIZ AS A MUSICAL CULTURE MOTIVATIONAL MEDIUM OF CLASS TEACHING

Francišković Sandra, Čačić Tena: PRIMJENA TEORIJE KOGNITIVNE EVALUACIJE: KAKO MOTIVIRATI UČENIKE ZA SUDJELOVANJE U GLAZBENIM AKTIVNOSTIMA U OSNOVNOJ ŠKOLI - APPLYING COGNITIVE EVALUATION THEORY IN PRACTICE: HOW TO MOTIVATE STUDENTS TO PARTICIPATE IN MUSICAL ACTIVITIES IN THE ELEMENTARY SCHOOL

Sztanáné Babics Edit: FEJLESZTÉS MESÉVEL, JÁTÉKKAL. - CHILDREN'S DEVELOPMENT AND THE TALES AND GAMES

Borszéki Szabolcsné Gábris Virág: MOTIVÁCIÓ – MOTIVÁLTSÁG - MOTIVATION - INCENTIVE

Gyurcsó Júlia: MÓDSZERTANI ÚTMUTATÓ KÖNYVTÁROSTANÍTÓK SZÁMÁRA 1-6. OSZTÁLYOS TANULÓK MOTIVÁLÁSÁHOZ - METHODOLOGICAL GUIDE FOR LIBRARIAN TEACHERS HAVING THE AIM TO MOTIVATE PUPILS IN 1-6. FORMS

II. szekció, nyolcas számú tanterem – *Szekcija 2. - učionica br. 8.*

15,00-16,30 MOTIVÁCIÓ A NEVELÉSBEN MOTIVACIJA U VASPITANJU

Elnöklő – *predsedava*: Bence Erika, Milenović Živorad

Bencéné Fekete Andrea: AZ OKTATÁSI MÓDSZEREK MOTIVÁLÓ HATÁSA A HITOKTATÁSBAN - MOTIVATING EFFECT OF EDUCATIONAL METHODS IN THEOLOGICAL EDUCATION

Bence Erika: A NEVELÉS ÉS A FEGYELMEZÉS CSÖDJE (KOSZTOLÁNYI DEZSŐ: ARANYSÁRKÁNY) - THE COLLAPSE OF EDUCATION AND DISCIPLINE (DEZSŐ KOSZTOLÁNYI: ARANYSÁRKÁNY [THE GOLDEN KITE])

Egri Tímea, Gerevich József: AZ ISKOLAI AGRESSZIÓ HATÁSA AZ ISKOLAI TELJESÍTMÉNYRE, A MOTIVÁCIÓRA VALAMINT A FIGYELEMRE - EFFECT OF SCHOOL AGGRESSION ON SCHOOL PERFORMANCE, MOTIVATION AND ATTENTION

Kovács Krisztina: A FEGYELMEZÉS KÉRDÉSEI NEVELÉSTAN KÖNYVEK TÜKRÉBEN, A DUALIZMUS KORÁBAN - DISCIPLINE IN PEDAGOGICAL BOOKS IN THE AGE OF DUALISM

Milenović Živorad: OCENA KAO SREDSTVO MOTIVACIJE UČENIKA MLAĐEG ŠKOLSKOG UZRÁSTA U UČENJU - EVALUATION AS A MEANS OF MOTIVATION JUNIOR SCHOOL AGE IN LEARNING

Simon Csaba: A NYAKKENDŐS MAJOM - THE CRAVATTED APE

III. szekció, nyolcas számú tanterem – *Szekcija 3. - učionica br. 8.*

16,45 – 17,45 A MOTIVÁCIÓ SZEREPE A KÖZÖSSÉGI ÉLETRE VALÓ FELKÉSZÍTÉSBN

ULOGA MOTIVACIJE U PRIPREMI NA DRUŠTVENI ŽIVOT

Elnöklő – *predsedava*: Almási Iván, Németh Ferenc

Almási Iván, Keresztény István: A FIATALOK ÖKOLÓGIAI TEVÉNYSÉGÉNEK FORMÁLÁSA REGIONÁLIS TÁRSADALMI SZERVEZETEKBN - THE FORMATION OF POSITIVE MOTIVATION OF YOUTH ECOLOGICAL ACTIVITY IN REGIONAL CIVIL ORGANIZATIONS WORK

Jevtić Bisera: PEDAGOG U PODSTICANJU SOCIJALNOG IDENTITETA LIČNOSTI - EDUCATOR IN FOSTERING SOCIAL IDENTITY

Kurtuma Nataša: ULOGA I UTICAJ NASTAVNIKA NA MOTIVACIJU I ODRŽAVANJE PAŽNJE TOKOM UČENJA NEMAČKOG JEZIKA U ŠKOLI STRANIH JEZIKA - ROLLE UND EINFLUSS DES LEHRERS AUF DIE MOTIVATION UND DIE AUFMERKSAMKEIT DER SCHÜLER BEIM LERNEN DER DEUTSCHEN SPRACHE IN FREMDSPRACHENSCHULEN

Németh Ferenc: POLGÁRI ÉRTÉKREND – ISKOLAI FEGYELEM – VISELKEDÉSKULTÚRA - SYSTEM OF CIVIC VALUES – SCHOOL DISCIPLINE – BEHAVIOURAL CULTURE

18,30 VACSORA –állófogadás, MTTK –VEČERA

2013. október 5. – 5. oktobar 2013.

DÉLELŐTTI SEKCIÓK – *PREPODNEVNE SEKCIJE*

IV. szekció, díszterem – *Szekcija 4. – svečana sala*

8,00-9,30 A TANULÓK SERKENTÉSE; INKLÚZIÓ ÉS MOTIVÁCIÓ
POTICANJE UČENIKA; INKLUZIJA I MOTIVACIJA

Elnöklő – *predsedava*: Majdenić Valentina, Bíró Violetta

Santini Veselka: SLOBODA I PRINUDA - FREEDOM AND COERCION
Majdenić Valentina: VRSTE MOTIVACIJA U NASTAVI MEDIJSKE KULTURE - MOTIVATION TYPES IN THE TEACHING OF MEDIA CULTURE

Imre Anita, Pavlović Slavica: POTICANJE MOTIVACIJE UČENIKA U PRVOJ TRIJADI OSNOVNE ŠKOLE - FAVOURING THE PUPILS' MOTIVATION WITHIN THE FIRST TRIAD OF PRIMARY SCHOOL

Bíró Violetta: MAGAS RIZIKÓFAKTORÚ GYERMEKEK AZ ÁLTALÁNOS ISKOLÁBAN - CHILDREN WITH HIGH RISK FACTORS IN THE ELEMENTARY SCHOOL

Dimitrijević Aleksandra: UMANJENJE SEGREGACIJSKIH OBLIKA RADA KROZ PROCES MOTIVACIJE U INOVATIVNIM INKLUZIVNIM NASTAVNIM MODELIMA - REDUCTION OF SEGREGATION TEACHING METHODS THROUGH THE PROCESS OF MOTIVATION IN THE INNOVATIVE TEACHING MODELS

Zrilić Smiljana, Bedeković Vesna: MENTALNE MAPE U FUNKCIJI MOTIVACIJE I ODRŽAVANJA POZORNOSTI UČENIKA S TEŠKOĆAMA - MENTAL MAPS IN THE FUNCTION OF MOTIVATION FOR PUPILS WITH DIFFICULTIES

V. szekció, nyolcas számú tanterem – *Szekcija 5. – učionica br. 8.*

8,00-10,00 A PEDAGÓGUSKÉPZÉSBEN TAPASZTALHATÓ MOTIVÁCIÓ; AZ ISKOLÁSKOR ELŐTTI GYEREKEK MOTIVÁLÁSA
MOTIVACIJA U OBRAZOVANJU BUDUĆIH PROSVETNIH RADNIKA; MOTIVACIJA DECE PREDŠKOLSKOG UZRASTA

Elnöklő – predsedava: Csákberényiné Tóth Klára, Borić Edita

Csapó Mónika, Josip Ivanović: A MAGYAR TANNYELVŰ TANÍTÓKÉPZŐ KAR HALLGATÓINAK TANULÁSI MOTIVÁCIÓJA - HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY STUDENTS' ACADEMIC MOTIVATION

Major Lenke, Horák Rita, Czékus Géza: A SZABADKAI TANÍTÓKÉPZŐ KAR HALLGATÓINAK MOTIVÁLTSÁGA - THE LEARNING MOTIVATION OF THE HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY IN SUBOTICA

Major Lenke: A SZABADKAI TANÍTÓKÉPZŐS HALLGATÓK KÖRNYEZETTUDATOS MAGATARTÁSRA TÖRTÉNŐ MOTIVÁLTSÁGA - THE MOTIVATION OF ECO-FRIENDLY BEHAVIOR OF TEACHER TRAINING STUDENTS IN SUBOTICA

Borić Edita, Borić Ivana: MOTIVACIJA STUDENATA I UTJECAJ PROFESORA NA MOTIVACIJU STUDENATA - STUDENTS' MOTIVATION AND PROFESSORS' INFLUENCE ON STUDENTS' MOTIVATION

Krisztin Német István: MOTIVÁLÁS A TANÍTÓKÉPZÉSBEN MANIPULATÍV GEOMETRIAI FELADATOKKAL - MOTIVATION WITH MANIPULATIVE GEOMETRICAL EXERCISES IN THE TEACHER-TRAINING FOR LOWER PRIMARY EDUCATION

Csákberényiné Tóth Klára: INTERAKTÍV TÁBLA AZ ANYANYELVI TANTÁRGY-PEDAGÓGIA OKTATÁSÁBAN - THE INTERACTIVE WHITEBOARD IN TEACHING THE METHODOLOGY OF LANGUAGE ARTS

Kerekes Valéria: MOTIVÁCIÓ AZ ÓVODAI NEVELÉSBEN A MESE ÉS A DRÁMAPEDAGÓGIA EGYÜTTES ALKALMAZÁSÁNAK SEGÍTSÉGÉVEL - MOTIVATION IN KINDERGARTEN EDUCATION USING FAIRY TALES COMBINED WITH DRAMA PEDAGOGY

VI. szekció, díszterem – *Szekcija 6. – svečana sala*

9,30-12,45 MOTIVÁCIÓS LEHETŐSÉGEK
MOGUĆNOSTI MOTIVACIJE UČENIKA

Elnöklő – predsedava: Czékus Jób Géza, Gavrilović-Obradović Dragana

Szünet – pauza 11,00-11,15

Bosanac Maja: INTEGRISANA TEMATSKA NASTAVA KAO MOTIVACIONI POKRETAČ - INTEGRATED THEMATIC CURRICULUM AS MOTIVATIONAL INITIATOR

Czékus Jób Géza: MIT PROFITÁL A MOTIVÁCIÓKUTATÓ A SPONTÁN ZENEALKOTÓ FOLYAMAT HÁLÓZATANALÍZISÉBŐL? - WHAT CAN MOTIVATION INVESTIGATOR BENEFIT BY ANALYSING THE NETWORK OF THE SPONTANEOUS COMPOSER PROCESS

Gavrilović-Obradović Dragana: MOTIVACIONI POSTUPCI I SREDSITVA ZA ČITANJE LEKTIRE - MOTIVATIONAL METHODS AND MEANS FOR READING READING

Hercz Mária: MOTIVÁLT TANULÁS POZITÍV ISKOLAI KLÍMÁBAN: „GYERMEKEK HANGJA” ISKOLÁJUKRÓL - MOTIVATED LEARNING IN POSITIVE SCHOOL CLIMATE: 'CHILDREN'S VOICE' ABOUT THEIR SCHOOL AND LESRNING

Milanov Albina: INOVATIVNOST U NASTAVNOM PROCESU KAO PUT KA MOTIVISANOM UČENIKU - INOVACY IN TEACHING PROCESS AS A WAY TOWARDS MOTIVATED STUDENT

Pintér Klára: JÁTÉKOK, TEVÉKENYSÉGEK A PROBLÉMA-MEGOLDÓ KÉPESSÉGEK FEJLESZTÉSÉBEN - GAMES AND ACTIVITIES IN DEVELOPMENT OF PROBLEM-SOLVING ABILITIES

Serbetar Ivan, Kos Lea: POVEZANOST FITNESSA I USMJERIVANJA PAŽNJE KOD DJECE MLAĐE ŠKOLSKE DOBI - RELATIONSHIPS OF FITNESS AND GUIDANCE OF ATTENTION IN YOUNG SCHOOL-AGED CHILDREN

Škojo Tihana: MOTIVACIJA UČENIKA ZA SUDJELOVANJE U SREDNJOŠKOLSKIM IZVANNASTAVNIM AKTIVNOSTIMA UMJETNIČKOG PODRUČJA - MOTIVATION OF SECONDARY STUDENTS TO PARTICIPATE IN ARTS EXTRACURRICULAR ACTIVITIES

Valjan Vukić Violeta: MOTIVIRANJE UČENIKA NA SUDJELOVANJE U IZVANNASTAVNIM AKTIVNOSTIMA U ŠKOLI - MOTIVATING STUDENTS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AT SCHOOL

Törteli Telek Márta: AKTÍV OLVASÁS, TANULÁSI STRATÉGIÁK A FIGYELEM FENNTARTÁSÁNAK ESZKÖZEKÉNT - ACTIVE READING, LEARNING STRATEGIES AS ATTENTION HOLDING DEVICES

Varga Aranka: KOOPERATIVITÁS, MINT A MOTIVÁCIÓ PEDAGÓGIAI GYAKORLATA - COOPERATIVE STRUCTURES ENHANCING LEARNERS' MOTIVATION IN EDUCATIONAL PRACTICE

Szabó Zsófia: JÁTÉK A MŰVÉSZETTEL *PLAYING WITH ART*

Námesztovszki Zsolt: A WEB 2.0-ÁS TANULÁSI KÖRNYEZETEK MOTIVÁLÓ HATÁSA - *THE MOTIVATIONAL EFFECTS OF WEB 2.0 LEARNING ENVIRONMENTS*

VII. szekció, nyolcas számú tanterem – *Szekcija 7. – učionica br. 8.*

10,00-13,00 **A MOTIVÁCIÓ KÜLÖNBÖZŐ MEGKÖZELÍTÉSE**
MOTIVACIJA – PRILAZ IZ VIŠE ASPEKTA

Elnöklő – predsedava: Ivanović Josip, Ispánovics Csapó Julianna

Szünet – Pauza: 11,30-11,45

Andelić Bojana: O UPIJANJU I ZADRŽAVANJU ZNANJA - *ABOUT ABSORPTION AND RETENTION OF KNOWLEDGE*

Andrásné Teleki Judit: A TANULÁS MOTIVÁLÁSA - *THE MOTIVATION OF LEARNING*

Bacsárdi Csilla: KÖTÖDÉS - ÖNÉRTÉKELÉS - MEGKÜZDÉS ÖSSZEFÜGGÉSEI SERDÜLŐKORBAN - *ATTACHMENT, SELF - JUDGEMENT, COPING AS A TEENAGER*

Beke Ottó: KÖNYV, NET ÉS FIGYELEM - *BOOK, INTERNET AND ATTENTION*

Čurko Bruno: MOZE LI' FILOZOFIJA S DJECOM' MOTIVIRATI UČENIKE ZA KVALITETNO MIŠLJENJE? - *CAN 'PHILOSOPHY WITH CHILDREN' MOTIVATE STUDENTS FOR QUALITY THINKING?*

Golubović Bojana: MIMESIS-OM DO LJUBAVI KA MUDROSTI - *MIMESIS AS A METHOD OF TEACHING PHILOSOPHY*

Huszár Elvira: MOTIVÁCIÓ, FEGYELEM, FIGYELEM - *MOTIVATION, DISCIPLINE, FOCUS*

Ispánovics Csapó Julianna: BIBLIOGRÁFIA ÉS KONCENTRÁCIÓ - *BIBLIOGRAPHY AND CONCENTRATION*

Kalmár Sándor: A HIT HIÁNYA, A NEM KELLŐ HATÉKONYSÁG, A MOTIVÁCIÓ HIÁNY, A NEGATÍV ÖNÉRTÉKELÉS, ALKALMAZKODÁSI ZAVAROK ÉS FÁRADÉKONYSÁG VIZSGÁLATA MAGYARORSZÁGI KÖZÉPISKOLÁSOKNÁL - *LACK OF FAITH, INEFFECTIVENESS, LACK OF MOTIVATION, NEGATIVE SELF-ESTEEM, THE EXAMINATION OF ADJUSTMENT DISTURBANCES AND EXHAUSTION WITH SECONDARY SCHOOL STUDENTS IN HUNGARY*

Nađ Olajoš Aleksandar: MOTIVACIONI ASPEKT UKLJUČIVANJA RODITELJA U NASTAVNE I VANNASTAVNE AKTIVNOSTI - *MOTIVATIONAL ASPECTS PARENTAL INVOLVEMENT IN TEACHING AND EXTRA CURRICULAR ACTIVITIES*

Ramić Delila: KVALITET ODNOSA IZMEĐU NASTAVNIKA I UČENIKA - VAŽNA ODREDNICA MOTIVACIJE UČENIKA - *QUALITY OF RELATIONSHIP BETWEEN TEACHERS AND STUDENTS – AN IMPORTANT DETERMINANT OF STUDENTS MOTIVATION*

Balažević Éva: A MOTIVÁCIÓ SZEREPE A ZENEI NEVELÉSBEN - *THE ROLE OF MOTIVATION IN MUSIC EDUCATION*

Díszterem – *svečana sala*

13,00-13,30 Kádár Annamária: A MESE - *PRIČA*

13,30-14,15 Minden szekció: A konferencia munkájának kiértékelése és a konferencia befejezése

Sve sekcije: Diskusija i zaključci, zatvaranje konferencije

14,15-15,30 Ebéd – *Ručak*

15,30-17,00 SZABADKAI KÖRSÉTA (legkevesebb 15 fő esetén) – *OBLAZAK CENTRA SUBOTICE (minimalan broj učesnika je 15)*

THE FORMATION OF POSITIVE MOTIVATION OF YOUTH ECOLOGICAL ACTIVITY IN REGIONAL CIVIL ORGANIZATIONS WORK

Abstract: The article discusses the formation of positive motivation of youth ecological activity in regional civil organizations work. It analyzes the role of various factors in this process, including the influence of the environment, the role of the organization, and the role of the individual.

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THE FORMATION OF POSITIVE MOTIVATION OF YOUTH ECOLOGICAL ACTIVITY IN REGIONAL CIVIL ORGANIZATIONS WORK

ALMÁSI IVAN
KERESTEN ISTVÁN

The problem of the formation and development of youth ecological culture, as well as harmony in the relation between youth and Nature has been viewed. Main mechanisms of the formation of positive motivation to ecological activities of the youth by civil organizations on the basis of ecocultural measurements have been analysed.

Keywords: motivation, ecological activity, youth, civil organizations

THE MOTIVATION OF LEARNING

ANDRÁSNÉ TELEKI JUDIT

In the 21st century, learners are no longer merely recipients of passive knowledge. Today, learning is to be turned into a motivating activity, as skills and abilities work optimally only if the right motivations are present. Teachers often mention unmotivatedness as the main reason for poor progress in school, failures in learning. Children vary in their levels of motivation: some are motivated, while others less so. Therefore, various motivation techniques are needed in order to achieve results, and teachers have indispensable tasks in motivating students. This is why it is important to find answers to the question: What can teachers do to motivate students, to make them interested in and open to learning?

Keywords: motivation, motivatedness, motivation in learning, 21st century education

ABOUT ABSORPTION AND RETENTION OF KNOWLEDGE

ANĐELIĆ BOJANA

This paper analyzes the abilities of absorption and retention of knowledge to improve them. It discusses the techniques, such as quiz, sketch, music, videos, films, guest speakers, exchange of teachers and students, the correlation with other subjects and everyday life, trips, excursions, visits to the theater, museums, exhibitions, etc, by which students will more easily adopt the material. The techniques in this paper are applied to the three units of the higher grades, in subjects Serbian language (5th grade - *When the mother bakes gingerbread*, Branko V. Radičević; 6th grade - *Twelfth Night*, Svetozar Ćorović; 7th grade - *The Diary of Anne Frank*). There are a number of ways that students can recall what they had learned: they can create a mind map, board or write a poem (story), about a teaching unit. To achieve this goal it is necessary that the teacher not only knows the teaching techniques and skills, but also to inspire respect and admiration of students. They need to know they can succeed. It is important that teachers instill in their students the belief of success, which can be through messages, statements or stories. No need for cash investment, only energy and good will.

Keywords: teacher, student, remembering, remembrance, motivation, physical and emotional security, positive beliefs

STUDENT MOTIVATION IN THE PROCESS OF TEACHING PHYSICS

APÁCSKA MAGDOLNA
KERESZTÉNY ISTVÁN

The problem of learning motivation of the students has always been important. It acquires a special significance today, when interest in the study of natural sciences is markedly reduced, and the scientific and technological progress contributes to the rapid development of high technologies. One of the ways to enhance the cognitive activity of students is the use of interactive learning technologies.

Keywords: learning physics, motivation training, interactive technology

ATTACHMENT, SELF-JUDGEMENT, COPING AS A TEENAGER

BACSÁRDI CSILLA

At the age of 14-16, the number of youngsters, who have to cope with teenage psychic problems is rising suddenly. Reasons: changing schools, new community, looser parent-child relation, relationship and accomplishment crisis, negative self-image, low self-judgement, the lack of adaptive coping methods, maladaptive behavioural respond: alcohol, smoking, drugs ...etc. The purpose of the research was to unfold, that among 14-16-year-old youngsters what kind of features can be revealed, regarding the relations between attachment, self-judgement, stress-coping-strategies.

Research question: Can tendency or significant connection be revealed between attachment and self-judgement, between attachment and each coping methods?

Research method: Examined sample: 140 subjects (14-16-year-old). Used research method: inventory research (Rosenberg, Self-Esteem Inventory /SEI/, Inventory of Parent and Peer Attachment /IPPA/, State-Trait Personality Inventory /STPI/, Anger Expression Skale, Coping Method Preference Inventory).

Results, conclusion: In the examined sample the proportion of teenagers, whose attachment to their parents was unstabler ($n=86$, 61,42%, $p=0,009$), was higher, and those youngsters attached more to their companions, whose attachment to their parents was stabler ($r=0.688$, $p=0.000$). So the research justified the view, according to which the attachment to parents influences the later interpersonal relations, and that is valid during critical teenage changes as well. The number of stably attaching youngsters was lower among vocational students ($n=17$, 24,28%, $p=0.000$), especially among vocational girls ($n=1$, 2,85%, $p=0,000$), which refers to the fact, that sociocultural background can influence teenage - attachment. Stable attachment shows medium-strong, but significantly positive connection ($r=0.458$, $p=0.001$), unstable attachment correlates strongly with propensity for anxiety ($r=0.678$, $p=0.002$). Tendency could have been revealed regarding the fact, that stably attaching teenagers' stress-handling is more adequate, they rather choose problem-centered coping strategies and ask for other's help (because of the positive relation examples). The main purpose of being a teenager is to reach stable identity. The main step of emotional-volitional independence is to leave parents emotionally, to detach from the bond of psychical addiction. Without these, adult personality-structure cannot develop. Stable attachment means safety, the youngster completes the exercise with better chance.

MOTIVATIONAL TECHNIQUES IN TEACHING READING AND WRITING TO BEGINNERS

BAKOTA LIDIJA

By the time a child starts going to school, they will have become able to use all sounds in Croatian language and combine them in various sentence structures. At the beginning of schooling (6 or 7 y/o) a child will start acquiring written language. By the end of the first grade, it will have learned all the letters, and all kinds of letters (uppercase-lower case; block capitals-cursive), as well as sorting them in alphabetical order. While teaching literacy it is important to incorporate motivational techniques that would prepare and stimulate the child for writing and reading at the beginning of a learning process. The article will explore the types of motivational techniques of reading and writing for beginners and whether they can be found in textbooks. In addition, certain motivational techniques will be suggested in order to facilitate learning of block capitals and cursive handwriting in the first grade of elementary school.

Keywords: motivational techniques, teaching reading and writing to beginners

THE ROLE OF MOTIVATION IN MUSIC EDUCATION

BALAŽEVIĆ EVA

A variety of music teaching methods equally emphasize that music education is to provide a musical experience that is essential to the development of children's personality. Each method aims to develop musical cognition, reception and creative skills development. But there are important differences in the priorities for some aspects as well as age-specific individual adaptation areas. However, it can be stated that the musical thinking and conceptualizing is developed by formal education.

We are mainly interested in following the personal development in the context of education, so all we have to explore the formation and the most important characteristics of those motives.

Keywords: music education, motivation, personality development, emotional background.

BOOK, INTERNET AND ATTENTION

BEKE OTTÓ

Reading by definition is an encounter with texts, facing with the semantic potential we carry in ourselves and an interpreting activity directed towards such potential; however, disorders of concentration and memory have been observed during reading recently, which affect increasingly broader masses. The medial relation system of the culture of books used to be decisively defined by paper-based, printed documents which, mostly, recorded linguistic communications, and it is not an irrelevant circumstance. Contrary to the above statement, in computer culture texts are plastic by nature, since the features of the vehicle enable their transliteration, correction and amendment. Furthermore, the supremacy of linguistic communications has already been weakened by the flow of digital photos and images.

Keywords: book, (inter)net, attention, reading

THE COLLAPSE OF EDUCATION AND DISCIPLINE (Dezső Kosztolányi: *Aranysárkány* [*The Golden Kite*])

BENCE ERIKA

The novel *Aranysárkány* (*The Golden Kite*) by Dezső Kosztolányi serves as the scene to an existential catastrophe brought about by a set of habits, wishes and symbols of a small-town environment: there unfolds a story of the personal, family and professional failure and tragedy of dr. Antal Novák, high-school teacher and thunderstorm-monitor. The study aims to reveal the possible causal relations of this process of collapse, to outline the motivational set, as well as to interpret the motifs; at the same time, it presents the novel as a specific educational and developmental one, alongside with portraying the main character Antal Novák as a teacher/educator.

Keywords: school and educational novel, town, school, teacher's/educator's environment, collapse, tragedy

MOTIVATING EFFECT OF EDUCATIONAL METHODS IN THEOLOGICAL EDUCATION

BENCÉNÉ DR FEKETE ANDREA

'You can make them your friends by tameness, not by cruelty. So start the work at once!' Don Bosco

In order to make learning fun for children rather than an obligation, we have to create a desire for information and facilitate unconscious learning by love and kindness. Motivation is a way of stimuli, which helps raising and maintaining attention and enhancing the efficiency of learning. In educational motivation the attitude towards the subject, the teacher, the field of people's interest, their aims and the effect of family and school atmosphere all play a crucial role – however we cannot forget the mean of conveying the subject itself either. In every age-group there are some important properties, which determine how people can be motivated. Children have a need for activity, which makes them feel like the part of something, and they are curious to everything that is new. In order to be effective in theological education, we need to take the properties of children at a certain age into consideration, and the methods should be chosen based on this knowledge. After receiving their degree, teachers of theology build up their lessons traditionally based on telling and discussing a biblical story. In case they apply only these tools, they cannot be sure that they are able to raise children's attention, develop their thinking and fulfill their needs for playing and activity. Teachers of theology need to be creative, and flexible and they need to bear with the necessary methodological toolbar in order to be able to maintain the attention of children and direct them into the right direction in this modern and often non-religious environment. Interesting and diverse educational tools have an important motivating effect, but it is never enough to be aware of the tools – one has to be able to apply the tools and methods efficiently as well. The evaluation of theological lessons does not happen by grades; the efficiency can be measured by the feeling of success and how motivated children are. If theological education happens apart from school, the role of motivation is even more important: it is not enough to make an ordinary lesson, but the teachers have to achieve that children come next time as well. The only tool for this is to create an atmosphere which is lovely and cozy, and make children like to be there. Teachers need to apply variable and always new methods, which make it possible for children to join the process of learning any time, on their own as well. These tools, applied in a varying order, may be complemented

by multifunctional equipment, facilitating the force of experience and considering the qualities of different age groups as well.

Keywords: motivation, educational methods, game, cooperative methods, project method

REPRESENTATION OF PLANT AND ANIMAL LEXEMES IN TEXTBOOKS AND READERS IN LOWER GRADES AS A MOTIVATION TO ADOPTION OF THE CROATIAN LANGUAGE LESSONS

BERBIĆ KOLAR EMINA
FRANIĆ VIŠNJA

From an early age children are greatly excited and attracted by the animals and plants they see. The first thing that parents teach their children is to mock animal's voting (wow, miaow...), the first picture books are illustrated with floral and animal motives. These experiences are transferred to toys - cotton, soft, wooden and plastic; puppies, cats, bears, lions, giraffes; beings who represent one of the earliest and most successful bridges that connect children with the surrounding world. In preschool period fairy tales filled with flora and fauna are read to children. Into the children's world the following fairy tales enter: Three Little Pigs, Sleeping Beauty, Princess and the Pea, The Golden Goose, The wolf and the seven kids, Puss in Boots, Squib, Little Elephant, The Ugly Duckling, etc. Reading textbooks and readers of lower grades of elementary school we can identify how this area is ruled by hedgehogs, frogs, birds, cats and mice forever caught in a landscape filled with forests, snowdrops, violets, apples, pears and other plants. By analyzing each page of textbooks and readers, it was found that textbooks and readers are largely filled with plant and animal lexemes which stimulate children's imagination, emotion, empathy and act as incentives for them.

Keywords: lexeme, plants, animals, textbooks, readers, students

CHILDREN WITH HIGH RISK FACTORS IN THE ELEMENTARY SCHOOL

BIRO VIOLETTA

In my lecture I would like to speak about children with high risk factors. Those children are in care: they either live in children's homes, children's flats or with foster parents. I am going to present which factors can help and hinder them to adjust to school life. I focus on getting to know their motivation basis, the chances of their motivation and I intend to present some special methods as well. I connect all these with the short- and long-term effects of negative events in their lives and their ability to attachment.

Their teachers can only do their best to help them if they know the background of those children's motivation basis extensively, which serves the basis of applying these special methods during their education.

Keywords: motivation, motivation basis, special methods to motivate them, child care, attachment

STUDENTS' MOTIVATION AND PROFESSORS' INFLUENCE ON STUDENTS' MOTIVATION

BORIĆ EDITA
BORIĆ IVANA

In addition to capabilities, motivation is one of the most important factors for success in learning. Motivation is an impact that causes, directs and maintains behavior. Extrinsicly motivated behavior is encouraged by some external motives, while intrinsic motivation starts from within a person; behavior motivated intrinsically is more easily and efficiently carried out. Professors have a major impact on the motivation of students, so it is important that they present material in an interesting way. Students should be very active and engage in the process of learning. If the students like professors' way of teaching, it will be easy to motivate them to learn –they will learn because they find material interesting.

The aim of this study was to determine the intensity of students' motivation for learning, explore what kind of motivation motivates them, determine the relationship between the type and intensity of motivation and to determine which features of professor have the greatest impact on students' motivation. The study involved 126 students of Psychology and Teacher University in Osijek. The results indicate a relatively high motivation of students, but their lack of activity and involvement in teaching. Results showed a negative correlation ($r=-0.367$, $p<0.01$), between extrinsic motivation and intensity of motivation. Professor's features that motivate students to learn and follow instruction the best are humor, accessibility, fairness and understanding of students. The strongest motivators are evaluation and verbal praise.

Keywords: intrinsic motivation, extrinsic motivation, professors, students, teaching

MOTIVATION-INCENTIVE

BORSZÉKI SZABOLCSNÉ GÁBRIS VIRÁG

The environment's educative methods lead to learn the habits, norms, which means negative motivations come into existence, including the factors what have an affect on motivation, inspirations, adaptation of objects, and initiation of targets.

Negative motivation heads to avoid punishments. The punishment is efficient mean to frighten off something, if we want to teach what not to do. It is really complicated to motivate with punishment. But usually we have to motivate children in a positive way if we want to make them do something.

The award of the social stimulus depends on the quality of the relationship between persons, because another person's regard is award only in a kind of affection relationship.

Pursuant to theories the milieu which supports the children's ambitions to become self-sufficiency fairly tinge the competence motive what basically condescended by the succesorientation. The prohibitive, penal, mostly ruling with punishment upbringing is responsible for maturation of avoiding defeat withal it blocks the maturation of the competence-necessities.

Our environment usually rates us according to our performance. The child learns to value self, and make self-concept. During the self-estimation the performance is always compared to environment and to the previous level. The child starts a new exercise with suspenseful attitude by right of experience. But the performance sometimes is not enough as it is required for the level. People, who regularly are successful rise their level of ambitions, but in case of often failure they relegate the level. The success and the failure are strongly stimulating factors.

It is provable with my researches that in personality of children between 3-6-7 ages the signs of the external and inner control appear despite it is evidenced the inner control becomes a layer of the personality by the end of the teen-age when autonomy is evolved. It is observable that the succesorientation can be connected to the children with inner control, and failure-avoiding behaviour can be connected to the children with external control.

Our responsibility is giving help to the children for getting success according to their abilities, because all of us have an effect on the children who live in our milieu.

Keywords: motivation, rewarding, punishment, inner control, external control, success-orientation, failure-avoiding

INTEGRATED THEMATIC CURRICULUM AS MOTIVATIONAL INITIATOR

BOSANAC MAJA

School as a formal institution needs to provide certain knowledge for students, however, it is not the only task of the school. Because of this, changes happen in the existing educational system. As a representative of the institutionalized education it is often criticized as knowledge unrelated, however, new projects that focus on the interconnected way of organizing and processing of teaching contents connected in topics can also be identified. Curricula that are organized in this way provide an adequate insight into the material, especially in the lower grades of elementary school, at the age at which students perceive the world holistically. Teaching material is derived from the doctrine, however, the scope and depth of the material differ in many ways as well as the method of learning of those subjects should be organized in such a way so that it is connected in the whole and placed in context with the other subjects. With this approach, materials be much clearer to the students, and in addition to learning more interesting. Leaving more freedom for students the emphasis is on the creativity and motivation for the work, which is one of the key conditions of success and what is mostly lacking in schools. Important condition of such teaching content approach is greater cooperation between teachers, within which the focus is on the knowledge of the work of teachers of other subjects, but is required knowing of each student individually and through highlighting of his strongest sides trying to contribute to the maximum development of each individual. Besides of the integration of knowledge into a whole, emphasis is on the importance of school connecting with the local society, organizing individual classes at museums, theaters, cinemas, parks as well as linking those contents to practical realization and implementation in the real life. What is necessary to accomplish these projects is the desire of teachers to change their roles and to be willing to cooperate with their colleagues as well as with the community.

Keywords: integrated thematic curriculum, holistic approach to knowledge, encouraging motivation, cooperation between teachers, school connection with the institutions of formal and informal education

THE LEARNING MOTIVATION OF THE HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY IN SUBOTICA

CZÉKUS GÉZA

Within the framework of higher education the question whether what motivates students often rises. Students' feedbacks and experiences serve as valuable information for universities and colleges. With the help of student motivational analysis one can learn the demands of the participants in the educational processes, one can learn regarding the educational procedures and the required changes.

This study aims to present the results and conclusions of a questionnaire survey that was conducted among the students of the Hungarian Language Teacher Training Faculty in Subotica. The investigation aimed to reveal the quality of the educational process, the motivation of students as well as professors. The survey also enabled students to offer suggestions regarding the amendments of the practical and theoretical education. Our goal is to incorporate the results and conclusions of the survey into the educational system, with the purpose of raising the educational quality of the institution.

Keywords: higher education, learning motivation, education system, teacher training

WHAT CAN MOTIVATION INVESTIGATOR BENEFIT BY ANALYSING THE NETWORK OF THE SPONTANEOUS COMPOSER PROCESS

CZÉKUS JÓB GÉZA

We experience that the traditional music education does not achieve its goals. Nowadays most children are not motivated to sing or play an instrument. They are not able to internalize the musical inheritance of the previous generations. What is needed for the young generation not to be a passive listener, but to become an active listener and compose music. They should find the root of music formation? Observing the spontaneous music creating we can experience how common activity form the former bad experiences, stereotype related to playing music; and what motivate children successfully. Which factors are needed to be altogether and be responsible for reserving the attention, the discipline and motivation in music-making process, which creates culture? What kind of connection can be experienced between the number of stimulus and succesful motivation, and between discipline and chaos? What is rewarding and possible to change in the system of musical education?

THE INTERACTIVE WHITEBOARD IN TEACHING THE METHODOLOGY OF LANGUAGE ARTS

CSÁKBERÉNYINÉ TÓTH KLÁRA

The motivating effect of using interactive whiteboards has been proved in several research studies. It is also a well-known fact that primary school classrooms are well-equipped with teaching aids, and that teachers are aware of the use of ICT tools in the development of transversal skills and of higher order thinking, in their positive role in motivation and in improving performance. However, research also shows that Hungarian teachers' confidence in using these aids is less considerable than that of the European average. Since a positive attitude has already been formed, efforts should focus on putting the use of the interactive board into teachers' methodological repertoire, rather than on convincing teachers of the usefulness of the aid.

The presentation provides examples from the Language Arts methodology courses at the Kölcsey Ferenc Teacher Training Institute of the Debrecen Reformed Theological University.

Keywords: interactive whiteboard, methodology, Language Arts, ICT, primary school teacher in the 21st century

HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY STUDENTS' ACADEMIC MOTIVATION

CSAPÓ MÓNKA
IVANOVIĆ JOSIP

Motivation is a process by which an individual's behavior is stimulated, receives direction toward the corresponding expected behavior and maintains the reinforced behavior. In everyday terms motivation is the stimulator, the trigger of an action or a certain behavior. Many researchers had many kind of approaches towards learning motivation; there was a dual, contrary concept about achievement motivation for a long time. According to this there is self-rewarding (intrinsic) and its opposite coming from the environment (extrinsic) motivation, motif. Today there is a new approach which states that motives and motivation consist of these two elements, that is motives are operating through interaction with one another.

All together 134 students of the Hungarian Language Teacher Training Faculty in Subotica filled out the test which measured their academic intrinsic motivation. The test's statements contain additional information, namely the sixty statements wish to show six components of motives. These are: need, fear, mass, peer, power and authority.

The goal of this paper is to demonstrate the learning motivation of university students emphasizing the intrinsic motivation.

Keywords: academic motivation, intrinsic motivation, components of motives

CAN 'PHILOSOPHY WITH CHILDREN' MOTIVATE STUDENTS FOR QUALITY THINKING?

ĆURKO BRUNO

Philosophy with Children is a contemporary philosophical discipline which goal is to 'learn to think' children from early childhood. Philosophy with Children is going, it can be said, according to Dewey, to train (learn) quality thinking in children. Philosophy with children is not an academic philosophy; this is a living philosophy and philosophizing in which the teacher (philosopher) tries to discuss with children about daily subjects with knowledge of formal and informal logic. The child's curiosity, courage to join a new, countless children's issues (which are part of the issues we can find in "serious" philosophers), and children's daily experience are the foundations on which all the quality programs of philosophy with children is based. In this paper, I will show examples of workshops from two different approaches in philosophy for children. The first approach is the most famous, from the founder of Philosophy for Children Matthew Lipman. Second approach is the approach that has been developed by the Association „Petit philosophy,, in their project »Take a look in your own thinking«. The evaluation from these workshops will show how these workshops really motivate children to think and motivate them to actively engage in reasoned debate. In this paper there will be shown the importance of the method of philosophy with children in motivation of children, and how philosophy with children can motivate students to learn other school subjects.

Keywords: Philosophy with children, thinking, critical thinking, motivation, Matthew Lipman, Association „Petit philosophy“

IS THERE A GOOD "RECIPE" FOR KEEPING ONE MOTIVATED FOR LEARNING? THE POTENTIAL OF ART TO ACQUIRE THE ABILITY OF SELF-MOTIVATION

DESZPOT GABRIELLA

Franz Liszt Academy of Music, Senior Researcher

The motivation is not just an impulse that is the initiator of behavior, but also maintains the strength of this and even controls and keeps the target.

There is a larger and more comprehensive literature on the history of educational motivation paradigm or on motivation research at all, which also has gained social significance because of the focus on lifelong learning needs.

Acquisition of self-motivation as one of the most important capability for personal property is a planned process in school. We can have a particularly effective tool for imprinting the motivation lineup through art education because of its complexity, experience effect and productivity. Analyzing and observing the motives based on empirical data during the creative process, provides the teachers a good opportunity to find the effective teaching and learning models in a particular pedagogic environment.

REDUCTION OF SEGREGATION TEACHING METHODS THROUGH THE PROCESS OF MOTIVATION IN THE INNOVATIVE TEACHING MODELS

DIMITRIJEVIĆ ALEKSANDRA

Due to the fact that creating classes in the reverse design of a methodological innovation in schools in Serbia and that in the context of successful implementation of classes provided inclusive approach to teaching, the use of some innovative teaching models that would meet the criteria of inclusion in their full potential possible form so that to the lowest extent, in the work, segregation processes appear (which may occur if leveling of instructional approaches happen, or individualisation of the curriculum, but without any attempts of homogenisation), within the experimental test, in the departments of the sixth and the seventh grade, testing of the teaching model of interactive exemplary teaching, modified in two different forms was carried out. Through play time composition, which is pre-created to follow the methodical organisation of selected teaching model, in line with the specific sample for the research, the process of students' motivation to participate in the work, was the starting point of the successful realisation of classes due to different leveling of students' potentials. Motivation of students through the forms such as learning through play, would open initial field of equalisation in processing without exclusion on any ground. Also, the research included, in accordance to the composition of classes, students with barriers in learning and participation in education, talented and gifted students and students who meet both criteria, and their positioning in the process of processing new teaching contents, in order to meet the criteria of fully successful inclusion in the course of the class. The aim of the presented classes represented the success of all students at the level of permanent understanding of the offered contents. Evaluation of students' work products in the form of written papers performed by twofold categorisation that event obstacles in the context of teaching Serbian literature treated in accordance to its nature, taking for valid primary category, the expression of students' potential, with the aim that evaluation successfully eliminate misinterpretation of students' work observed through the prism of unsatisfying accepted criteria used for evaluation in mainstream schools.

Keywords: inclusive teaching, segregation, integration, students with barriers to learning and teaching in the classroom, the Serbian language and literature

ature, exemplary interactive teaching, innovative teaching models, the reverse design, evaluation, criteria, implementation, liberalization of experimental verification, the implications, talent, abilities, homogenization, permanent understanding, expected outcomes, leveling, individualisation of the curriculum

QUIZ AS A MUSICAL CULTURE MOTIVATIONAL MEDIUM OF CLASS TEACHING

DJUDJA KRISTIAN

Quiz represents a type of game where a contestant, or a group of them, tries to give a correct answer to certain questions concerning different areas of knowledge. In our case, the area is music, or more precisely, musical culture classes used in class teaching. A well-organised class of musical culture includes several properly chosen subjects and different activities. A musical quiz can be a simple, rational and efficient way of evaluating students' success in gaining basic knowledge planned, when it comes to listening to music and developing musical literacy. The inner motivation of teachers as well as the students will be satisfied by using the quiz, since it enables a two-way evaluation of the results accomplished in musical culture classes, though feedback on the students' results. In this paper's supplement, we shall present several models of musical quizzes that may be applied in musical culture classes in class teaching.

Keywords: musical quiz, musical culture in class teaching, inner motivation

EFFECT OF SCHOOL AGGRESSION ON SCHOOL PERFORMANCE, MOTIVATION AND ATTENTION

EGRI TÍMEA
GEREVICH JÓZSEF

The school, just like the place of work, can be the scene of several aggressive manifestations. The results of researches done during the last few years suggest that students' violent behaviour shows increasing tendency. Compulsory education means compulsory services, therefore it would be important to provide protection of physical and mental safety for the participants of the mainstream schools and institutions for handicapped as well. This could influence students' school performance in a positive way.

In this research 348 students with a certain disability (N=348) took part (disabled, visually impaired, hearing impaired and students with learning disabilities) who possess an expert opinion made by a rehabilitation committee examining learning difficulties.

Data of national and international specialized literature proved that using some addictives quite often stands in the background of the increasing school aggression. Those students who smoke or drink behave more aggressively than disabled students or students in mainstream schools. Technical school students and students with learning disability were those ones who had to go through aggression to the highest degree in their everyday life. In the case of these students playing truant and failing exams were the highest. In order to handle their exams, they more often used addictives such as cigarettes, alcohol or illegal drugs than students belonging to the other disabled groups. They also turned out more aggressive than students of the same age from other disabled category.

Keywords: school aggression, terrorization, disability, school problems, motivation, attention, discipline

HOW THE STUDENTS BECOME UNMOTIVATED BY THE LITERATURE AND GRAMMAR CURRICULUM?

FÖLDVÁRI ISTVÁN

The classic readings or the traditional grammar curriculum can not motivate high school students. Teachers do not face up to it, that the information society, the coursebooks and the teachers cause it too. For the students quite a few topics and author's process are anachronistic and today's open world uninterpretable.

We list it the mistakes and deficiencies of the Hungarian literature and grammar curriculum. We ask the question, worthy to make change in on the quantity of the curriculum. Let us not forget it, a today's teenager takes other contents than his predecessors. We talk about the secrets of the bestsellers of the latest decade. Can we agree the topics motivating the today's students and literary solutions in the classic literature?

Keywords: unmotivated students, information society, uninterpretable topics, popular literature

APPLYING COGNITIVE EVALUATION THEORY IN PRACTICE: HOW TO MOTIVATE STUDENTS TO PARTICIPATE IN MUSICAL ACTIVITIES IN THE ELEMENTARY SCHOOL

FRANČIŠKOVIĆ SANDRA
ČAČIĆ TENA

Music lessons in elementary school are conceived as an educational activity with a number of activities that should be designed so that they are intrinsically motivating. Since the education system is a reflection of the dominant cultural worldview, it is not surprising that the learning activities and tasks, in musical culture as elsewhere, are driven by external motives. Some research and practical experience show that students consider music lessons less important than other lessons. The question is how to motivate students to appreciate and actively participate in activities in the classroom and in the extracurricular activities. According to Cognitive Evaluation Theory (CET), it is possible to have students who respond in a positive manner to music education lessons. The basic premise of the theory is that children will be intrinsically motivated to participate in an activity if (1) they believe that they have some control over it, (2) feel connected to it, and (3) feel good about themselves while engaging in it (Deci & Ryan, 1985). It is more likely that intrinsically motivated children will become more actively involved in their own musical activities and the creation of musical projects. The aim of this article is to show, through a series of practical examples, the successes and achievements of intrinsically motivated students in elementary school. Furthermore, Cognitive Evaluation Theory will be used to help us understand how we can create environments that will intrinsically motivate children to be musically active both during and outside of their music classes.

Keywords: music education lessons, Cognitive Evaluation Theory, intrinsic motivation, musical activities

MOTIVATIONAL METHODS AND MEANS FOR READING READING

GAVRILOVIC-OBRADOVIC DRAGANA

Reading is one of the most important activities of students in school, but even before they start school, reading books and learning must begin at home. Books are part of everyday life, and thanks to them, one can learn the far end, new people, customs, and a variety of life situations. Reading has a positive effect both on the vocabulary of students and some of the social and intellectual skills of students.

Although the ongoing task of teaching literature to motivate students to read books, but for a long time. There is a lack of motivation among students, just for reading (in general), and thus to read perusal.

The paper presents examples of different motivational processes and resources for reading level of elementary education.

Keywords: reading, motivation to read, reading, students

MIMESIS AS A METHOD OF TEACHING PHILOSOPHY

GOLUBOVIĆ BOJANA

World as an aesthetic phenomenon (Nietzsche) is a fine playground where certain rules and methods must be obeyed (Hauzinger). Aesthetic education of man (Schiller) as a complex process entails the concept of beauty which develops and refines itself throughout subjectivity of beauty, objectivity of beauty and the beautiful itself (Bergson). Since this game begins and finishes when one plays by oneself, we can conclude that this is the hardest and most interesting game where the playground is the classroom, players are students of philosophy, initiator of games is a teacher of philosophy and the goal is to wake up the players to love the wisdom- its a flame that once waken, never dies. In this paper the author presents the practical perspective of the philosophical heritage of Nietzsche, Hauzinger, Schiller, Merleau Ponty and Henri Bergson in educational process combining the following methods: *role play* (class of learning and class of grading), *forum theater* (solving philosophical problems by finding ad hoc arguments), *performance* (popularization of philosophy), *representing an opponent* ("When I represent not-I" - the simulation process), *the document debate* (format which students of Debate club GSM designed in cooperation with the teacher). The author intention is to argue how play and art are one of the most appropriate ways to approach both subject and the object of knowledge (where at one point the subject of knowledge becomes the subject of teaching process).

Keywords: mimesis, play, aesthetic education, creativity, self-confidence

METHODOLOGICAL GUIDE FOR LIBRARIAN TEACHERS HAVING THE AIM TO MOTIVATE PUPILS IN 1-6. FORMS

GYURCSÓ JÚLIA

School libraries employing qualified (having pedagogical and librarian qualifications) librarian teachers have a key role in guiding the pupils towards becoming readers, self-reliant library users and conscious information seekers. Nevertheless, how can one motivate „digital natives” to read, to use the library, to think critically and to use online data bases and the internet with a specified aim?

The location of the library within the school building (e.g. near the main entrance or school canteen) can be motivating, but the most important seems to be the *personality of the librarian teacher* (kind, helpful, well-informed etc.). School libraries function as *open spiritual workshops* where pupils can find besides traditional documents (books, periodicals etc.) *computers* with internet access and e-documents. The committed librarian teacher devises a *Library Pedagogy* program and *Local syllabus* in which he/she defines the attainable knowledge, aims, teacher/pupil activities, visual aids and type of the lesson (e.g. library presenting lesson, library use/library studies lesson, library based special subject lesson or multimedia lesson) for all forms. Besides *library activities succeeding teaching hours* (such as library studies study circle, reading circle, fairy-tale afternoon, drama circle, preparation for the Péter Bod National Library Use Competition, school competitions, poem and fairy-tale telling competitions, remedial teaching, festivities, preparation of class outings, writer-reader meetings, summer reading program) *online searches* and *preparing applications* for different purposes (for drawing, poem or fairy-tale competitions), *book reviews* illustrated by pupils, *group and project work* can all be motivating (they inspire and help each other).

Teacher librarians follow with considerable attention the motivation of socially disadvantaged and disabled pupils. The first step in this process is to win their friendship, then, being aware of their social and health problems, to develop their personality, to guide them in their readings, library use and information seeking.

Keywords: school library, motivation methods, digital natives, reading habits, reading motivation, motivation of socially disadvantaged and disabled pupils, to develop one's personality, equal chances, becoming a reader, beco-

ming a library user, becoming a self-reliant information seeker, to teach critical thinking, caring for talents, digital culture, information-seeking techniques, informing abilities

MOTIVATED LEARNING IN POSITIVE SCHOOL CLIMATE: "CHILDREN'S VOICE" ABOUT THEIR SCHOOL AND LEARNING

HERCZ MÁRIA

Perpetual classic question of pedagogical research to find the best way get children to learn effective. Especially if you want them be studious and glad. The answer always depends on actual paradigm and lots of other factors. Nowadays related with LLL the non-cognitive effects of learning got into the centre – according to my personal teaching experiences, too.

The main stream of the theoretical background of my research are: the field of the school climate and the well-being of children in school (focusing on connection of climate and learning), the factors of children's school success and motivation of learning.

The following questions were posed: Do children like to go to school? Why yes, or why no? How the children see their school and their learning? What do they consider to be the greatest advantages and problems? How do they relate their class? What motivates them to learn? Are there any differences between school climate and children's motivation focusing on the schools location (socio-economic composition in settlements of various sizes)? The aims of my research are: (1) listen 'children's voice' about their school climate and learning: mapping their thinking, especially attachment to their classmates and schools as well as attitudes to learn, (2) finding the main factors of their positive connection with school and learning, (3) comparing children's opinion in the two research phrase to get acquainted with the thinking of teachers (knowing that the two samples were different in the two phrases, so the results show only tendencies).

The sample was comprised 978 students in the age of 12-13 from Fejér County in 2003, and 2263 students from all counties in Hungary in 2013. It was hypothesised that in this period the world and schools have changed a lot (ex.: the ICT came children's everyday life), so the results can have big differences. Data was collected by individual questionnaires (reliability is Chronbach-alpha 0,71), and processed with SPSS program.

Some of results were surprising: (1) the main reasons of good or bad connection with school are not changed – positives are friends, out of lessons programs, nice and friendly teachers, good equipments - only the rates are different; (2) the most important factors of learning motivation are: subject-motivation, interests of the subjects, active learning methods, climate of the class,

personality of teachers – changed a lot. Our research showed us the importance of non-cognitive factors of learning motivation, so we must change climate and methods of schools if we want successful schools happy students and teachers inside.

Keywords: motivation of learning; school climate; children's voice

MOTIVATION, DISCIPLINE, FOCUS

HUSZÁR ELVIRA

Only the children who feeling themselves in safety, accepted by the school-mates, are ready for learning. The positive atmosphere providing hope for effective learning. A necessary condition for creating a good atmosphere and motivation for learning, is a fear-free open relationship, which allows errors and even wrong knowledge. Accept and even requires meaningful discussion. Organizations, predictability provides the conditions for learning. The joy is to be found in the process, not only in the result. It is hardly possible in negative learning atmosphere. The motivation is indication that starts the action, and leading to direction.

Keywords: systems of motive, discipline, focus, success, failure, praise, criticism, teacher - conductor parallel

FAVOURING THE PUPILS' MOTIVATION WITHIN THE FIRST TRIAD OF PRIMARY SCHOOL

IMRE ANITA
PAVLOVIĆ SLAVICA

Motivation of the pupils represents one of the fundamental components of the contemporary school. However, the main interest is very often focused on the pupils' achievement while the less attention is paid to their continuous motivation not only towards school success, but also to the development of their personality. Furthermore, the factors (both pupil and teacher himself/herself, teaching contents, hidden curriculum, objective preconditions: infrastructure, didactic and methodological materials, etc.) directly related to the possibilities of motivation of the pupils, and thus their attention kept within the educational, i.e. teaching process, are often neglected. Therefore, this paper deals with one part of the factors (non)directly related to the possibilities regarding the pupils' motivation within the first triad of the nine-year primary school in the terms of the educational reform and earlier school starting, i.e. transfer of the six-year old children from the family and/or kindergarten settings into the school one. The paper contains one part of *survey* research carried out in 2012, through the five-point Likert scale, on the convenience, stratified sample of 115 primary school teachers working in the primary schools in Herzegovina-Neretva Canton. The analysis of the data obtained and presented here is based on the teachers' experiences and difficulties they face directly in their work every day. Hence came out the guidelines for improving of the educational, teaching process particularly from the point of view related to how to keep pupil's attention as well as their motivation.

Keywords: motivation, teachers, pupils, primary school, educational reform

BIBLIOGRAPHY AND CONCENTRATION

ISPÁNOVICS CSAPÓ JULIANNA

By bearing in mind the user's claims, the science of bibliography created the genres of bibliography with different methodology and function, generated the unified, standardised procedures of bibliography making. The working process of bibliography making (in its details or in its entirety) can be enrolled/is to be enrolled in the (tutorial/learning) course of university training. Tracing the corpus, gathering each bibliographies demand intense persistence, concentration. The registration of the various information carriers (their accounting), systematisation of the corpus, exploration and retrieval of the information implied in the documents lead to complex research- and processing work that can not be accomplished without accuracy and attention. Creating bibliography can be treated as a certain kind of "concentration practice" in the process of the university training, respectively it can motivate to scientific research work, and hereby it supports the realisation of the principle of lifelong learning.

Keywords: bibliography, concentration, bibliography making, registration, systematisation, exploration

EDUCATOR IN FOSTERING SOCIAL IDENTITY

JEVTIĆ BISERA

In today's educational world motivated accountability and a focus on increasing scientific achievements, again there was a need to understand the role of the school counselor. The professional school counselor identity is multi-faceted and multi-layered structures. External influences such as social identity and environmental concerns affecting the practice of school counseling. Identity is multidimensional, and reflective vague concept. People have the ability to communicate in a variety of social environments. Because each individual belongs to a host of social categories, it is clear that external social influences and institutions can affect an individual's sense of personal and social identity. According to the theory of social identity, personal identity can be divided into three distinct components-the result of cognitive centrality, influence and connections within the group within the group. The purpose of this study is to clarify and deepen our understanding of the links between teacher professional identity, social identity, and held back the people. The aim of this research is to empirically examine how the syndrome affects encourage the development of a collective identity and social personality. The research results have imposed several pedagogical implications-collective self-esteem, the role of teacher, depending on the professional identity.

Keywords: Social identity, professional identity, collective self-esteem, social groups, encouraging

LACK OF FAITH, INEFFECTIVENESS, LACK OF MOTIVATION, NEGATIVE SELF-ESTEEM, THE EXAMINATION OF ADJUSTMENT DISTURBANCES AND EXHAUSTION WITH SECONDARY SCHOOL STUDENTS IN HUNGARY

KALMÁR SÁNDOR

The author has examined 780 secondary school students (347 boys, 433 girls) with a self-rated questionnaire, as he was looking for an answer on how the students form a judgement on their spirituality, their ineffectiveness, motivation, psychological immune system and what they think about the different depressive symptoms appearing on themselves. During examining these self-rated scales he has found that there is a high number of students who have low level of spirituality, lack of motivation, who think negatively, struggle with negative self-esteem and adjustment disturbances, do not have enough elasticity and perseverance, and they are on a level of low emotional control, low impulsion control and low frustration tolerance. These results call the parents and teachers' attention to the importance of the high level education and can utilize in the teacher training that every teacher will be able to let more and more happy children go to adulthood.

Keywords: ineffectiveness, motivation, negative self-esteem, adjustment disturbances, exhaustion, adolescence

MOTIVATION IN KINDERGARTEN EDUCATION USING FAIRY TALES COMBINED WITH DRAMA PEDAGOGY

KEREKES VALÉRIA

For a little child the first day at nursery school means the beginning of membership to a given community.

The well-known set of rules of the family is now completed with a new structure requiring different behaviour. In accepting and acquiring this a major role is played by the kindergarten teachers' personality and the techniques that help them motivate children day by day to accept this new system preserving their personal sovereignty at the same time. A combined application of the fairy tales and drama pedagogy can help teachers developing a stable, yet continuously renewing motivational tool system.

In my presentation I will present results from my one year long research that ended in September, 2012.

Keywords: motivation, kindergarten education, fairy tale, drama pedagogy

DISCIPLINE IN PEDAGOGICAL BOOKS IN THE AGE OF DUALISM

KOVÁCS KRISZTINA

The aim of research in the history of ideas carried out on the basis of pedagogical books of folk schools is to analyse the tasks of folk school teachers in the field of discipline based on original sources, among them ten Hungarian pedagogical textbooks from the period between 1868 and 1914. The speciality of these educational textbooks written for the teachers of folk schools and the teacher candidates of these schools was that the authors of these books described the educational methods applicable at folk schools. The most elaborated traditional field of folk school education is the methodology of rewarding and punishment. The authors offer practical advice on rewarding and punishment and demonstrate adequate methods of education applicable at folk schools. Based on the analyses of history of pedagogy conclusions can be drawn on educational views of the authors, their opinion on rewarding, punishment and corporal punishment as well as the expected characteristics of folk school teachers. This research may assist the better understanding of development of Hungarian folk school teachers' profession. The author would like to contribute to the topic of the conference by her presentation in history of pedagogy titled Discipline in Pedagogical Books in the Age of Dualism.

Keywords: educational methods, discipline, folk school teachers, educational handbooks

MOTIVATION WITH MANIPULATIVE GEOMETRICAL EXERCISES IN THE TEACHER-TRAINING FOR LOWER PRIMARY EDUCATION

KRISZTIN NÉMET ISTVÁN

In our experiences it is relatively difficult for the most of the students in the teacher training for lower primary school to reach the required level in mathematical thinking. Among others the appropriate motivation can also help us to reach the desired aim. In our opinion the appropriately difficult geometrical exercises that are raised as problems for activity, especially have motivative power: already the construction of the figures and models arouses interest; it is relatively easy to formulate conjecture; finally, for the proof there are available many simple relations from the mathematical education of the primary and secondary schools. In our talk we will show some manipulative exercises whose problem is easy to sketch, and whose proof is relatively simply: folding an equilateral triangle from an A4 sheet of paper; dissecting a convex quadrilateral into a parallelogram; dissection of a rectangle that is resulting an area-contradiction; forming a polygon from 12 match-sticks whose perimeter is 12 unit, and whose area is an integer number, determining the distance of points on the surface of a rectangular solid.

Keywords: teacher training for lower primary education, motivation, manipulative geometrical exercises, conjecture, proof

ROLLE UND EINFLUSS DES LEHRERS AUF DIE MOTIVATION UND DIE AUFMERKSAMKEIT DER SCHÜLER BEIM LERNEN DER DEUTSCHEN SPRACHE IN FREMDSPRACHENSCHULEN

KURTUMA NATAŠA

Jede Fremdsprache ist ein Kommunikationsschlüssel aller Menschen auf der ganzen Welt, was auch der Grund dafür ist, dass man das Problem der Motivation und der Aufmerksamkeit beim Fremdsprachenlernen auf andere Weise betrachten muss, als beim Lernen anderer Fächer.

Deswegen wird in der Arbeit die Motivation und die Aufmerksamkeit beim Lernen der deutschen Sprache erwachsener Schüler, in Fremdsprachenschulen analysiert. Das Problem beim Lernen einer Fremdsprache ist nicht sozial unabhängig, denn die Sprache ist an sich komplex. Das Erlernen der deutschen Sprache, im Gegensatz zu anderen Sprachen, z.B. Englisch, ist nicht so weit verbreitet und beliebt. Im Kontext der gesellschaftlichen Veränderungen ist aber das Deutschlernen in Fremdsprachenschulen eine immer öftere Angelegenheit. Man geht davon aus, dass sich die erwachsenen Schüler unter diesen Veränderungen dafür entscheiden Deutsch zu lernen. Bekannt ist, dass die Intensität der Motivation beim Fremdsprachenlernen von mehreren Faktoren abhängt, deswegen ist die Rolle und der Einfluss des Lehrers beim Fremdsprachenlernen von großer Bedeutung. Man stellt sich die Frage, auf welche Art und Weise der Lehrer auf die Motivation und die Aufmerksamkeit beim Deutschlernen Einfluss ausüben kann, wie die Motivation und die Aufmerksamkeit der Schüler des Anfangsniveaus im Unterricht, im Zeitraum von zwei Semestern, sich verändert, d.h. steigt oder sinkt und welche Rolle und welchen Einfluss der Lehrer dabei hat. Die Analyse basiert auf 7 Gruppen des Anfangsniveaus A1 der Fremdsprache Deutsch, im Zeitraum von zwei Semestern, in einer Fremdsprachenschule in Novi Sad.

Keywords: Motivation, Aufmerksamkeit, erwachsene Schüler, Fremdsprachenschule, deutsche Sprache, Rolle des Lehrers, Einfluss des Lehrers

MOTIVATION TYPES IN THE TEACHING OF MEDIA CULTURE

MAJDENIĆ VALENTINA

Media culture in primary education in Croatia is being taught only in the course of the Croatian language subject from grades one to eight. The teaching of media culture is of high importance due to the huge role the media play in our everyday lives. One of the important tasks, therefore, in the teaching of media culture, is to show this everyday to students and present ways of using different contents. In this respect the present paper investigates the types of motivation in the scope of the subject media culture and its (non) representability in Croatian language textbooks.

Keywords: media, media culture, motivation, Croatian language textbooks

THE MOTIVATION OF ECO-FRIENDLY BEHAVIOR OF TEACHER TRAINING STUDENTS IN SUBOTICA

MAJOR LENKE

The realization of environmental problems and the understanding of their causes is not enough for their solution. The need for committed, eco-friendly active citizens is more urgent than ever before. The basic goal of Environmental education is to form eco-friendly behavior among people for the sake of sustainable society and nature.

One could define environment consciousness as a form of behavior which manifests in a person's or organization's active and responsible participation in the solution of environmental problems. Generally, it covers the qualitative features of such activities. According to the wider interpretation not only natural environment but social relations and economic interest are also related when discussing the founding behavior of environment consciousness for the sake of sustainability. Environment consciousness is a feature of one's lifestyle within the frame of which citizens pay attention to their everyday environmental habits. This continuous attention, consciousness is primarily based on attitudes and emotional relations.

In March, 2013 the 4th-year-student of the Hungarian Language Teacher Training Faculty in Subotica participated in a two-week-long, intensive environmental education program. Its primary purpose was to develop the environmental attitudes of lower grade primary school children under the guidance of pre-service teachers.

In the present phase of the research I intend to present the primary state of the data regarding the experimental and control students before the development and realization of the environmental education program.

On the basis of the results one can conclude that the students who participated in the research have a positive general attitude towards environment. The relations manifested in their behavior however are negative in comparison with their emotional relations towards their environment.

In view of such result when teaching Environment education one needs to motivate students to get to know their environment and lead their lives with activities that protect their environment.

Keywords: Environmental Education, eco-friendly behavior, teacher training students, attitude development

THE LEARNING MOTIVATION OF THE HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY IN SUBOTICA

MAJOR LENKE
HORÁK RITA
CZÉKUS GÉZA

Within the framework of higher education the question whether what motivates students often rises. Students' feedbacks and experiences serve as valuable information for universities and colleges. With the help of student motivational analysis one can learn the demands of the participants in the educational processes, one can learn regarding the educational procedures and the required changes.

This study aims to present the results and conclusions of a questionnaire survey that was conducted among the students of the Hungarian Language Teacher Training Faculty in Subotica. The investigation aimed to reveal the quality of the educational process, the motivation of students as well as professors. The survey also enabled students to offer suggestions regarding the amendments of the practical and theoretical education. Our goal is to incorporate the results and conclusions of the survey into the educational system, with the purpose of raising the educational quality of the institution.

Keywords: higher education, learning motivation, education system, teacher training

INOVACY IN TEACHING PROCESS AS A WAY TOWARDS MOTIVATED STUDENT

MILANOV ALBINA

Educational psychology points out motivation as one of the key factors of successful learning process. Student's motivation depends on many things, most of all content of the subject that has to be learned, the way that content is represented during class, precisely the methods and approaches used by the teacher, reward that comes after successful learning, competition in environment, and personality of the teacher also. Because reading crisis among students is spreading progressively due to domination of Internet and video games in their circle of interest, in this paper author will analyze factors of teaching process that influence student's motivation and give possible methodical models for refreshing literature teaching practice. Long term goal would be to revive students' interest in reading and to rekindle their love towards written word, because literature is the place where they learn about cultures, how to gain and maintain critical thinking and solve different life problems.

Keywords: literature, motivation, creativity, interdisciplinary, teaching

EVALUATION AS A MEANS OF MOTIVATION JUNIOR SCHOOL AGE IN LEARNING

MILENOVIĆ ŽIVORAD

Methods of motivation junior school age are numerous. One of the most frequently cited estimate of the students. In a traditional elementary school, assessment is a means of assessing students' knowledge and to determine and display their success or failure in learning. In this approach largely ignores the basic essential meaning of assessment - the ability to achieve a better organization and teaching and learning. Cases are not rare either to score unavailable motivacije junior school children in learning. To determine whether and to what extent today's elementary school, grade represents a motivational junior school age children in learning, in the second half of the 2011th year, the survey was conducted on a sample of 128 teachers in primary schools in the city of Nis, which is presented in this paper. Data collected by the survey were analyzed partial correlation. We got the strength of correlation between the scores on the scale to the teachers about the means of students' motivation in learning and scale estimates of teacher evaluation as a means of motivation in learning, with the elimination of distortionary impact assessment in the elementary grades. After removing the influence of socially desirable responses, was found a strong positive partial correlation ($r = 0.227$, $n = 128$, $p > 0.05$). By comparison with the calculated zero-order correlation ($r = -0.636$) showed that removing the impact of socially desirable responses significantly affect the strength of the observed variables.

Keywords: motivation, resources motivacije students in learning, assessment, evaluation as a means to motivate students in learning

MOTIVATIONAL ASPECTS PARENTAL INVOLVEMENT IN TEACHING AND EXTRA CURRICULAR ACTIVITIES

NAĐ OLAJOŠ ALEKSANDAR

Involving parents in various aspects of school life is important part of the educational process and is directly related to the motivation and quality of that process. Cooperation between parents and teachers are important precondition for stimulating the development the child, since the child's welfare center of interest, such as family and school. Parental involvement can take various forms, through regular informative conversation, consulting parents, to the active and passive participation of parents in the educational process. The paper presents the possibility of involvement of parents in various aspects of teaching and extracurricular activities. In this sense, the conclusion is that educational activities that are designed in cooperation with the parents can work motivation, both for students and for teachers.

Keywords: teacher, parent, student, teaching, extracurricular activities, cooperation, motivation, correlation-integration system

THE MOTIVATIONAL EFFECTS OF WEB 2.0 LEARNING ENVIRONMENTS

NÁMESZTOVSZKI ZSOLT

Web 1.0 was characteristic to the Internet until the middle of the first decade in the new millennium, mostly meaning passive content servicing and one-way communication. The following Web 2.0 environment – beside “content consumption” – also meant creating and sharing of contents, emergence of online applications, as well as of interactive and collaborative activities.

This research examines Web 1.0 and Web 2.0 environments from educational aspect. It analyses these two environments with the help of a single-sample survey on a sample of teacher candidates. It determines how active the students are in term-time, how motivated they are, what the intensity of communication is after lectures, to which extent their opinions after lectures are defined by the opinions of their fellow-students, tutor or teacher in these two environments, as well as how much interesting and modern the Web 1.0 and Web 2.0 educational environments are.

Keywords: learning environment, teacher candidates, Web 1.0, Web 2.0

SYSTEM OF CIVIC VALUES – SCHOOL DISCIPLINE – BEHAVIOURAL CULTURE

NÉMETH FERENC

All over the world, the customs of discipline, just like those of decency and propriety, go alongside with the development of the society, changing according to times. In the past one and a half—two centuries, the system of civic values has served as a basis for rules (and regulations) of schools in our region, thus on one hand, uniforming students’ (acceptable) forms of conduct, while on the other hand taking up an even more significant role. Namely, it set up a model for students’ culture of conduct i.e. behaviour.

This way of influencing students’ behaviour has resulted in two things: firstly, students get to know the proper patterns of conduct they are expected to exercise, and secondly, by time these demands become inner stimuli, natural manner, personal quality, and demeanour. With time, these disciplinary rules change in content, in their expectations, according to the changes in the system of civic values. Key influences have been brought about by contemporary bon ton, etiquette, and protocol, as well as social common sense and morality.

This study uses the example of a School Code of Behaviour in Nagybecskerek (and also two ordinances of the County of Torontal) at the turn of the 19th-20th century to show the demands of contemporary disciplinary and behavioural demands, which have influenced today’s conduct, and which we should certainly be familiar with. To be exact, it has been proved that the 20th century has salvaged the majority of its manners exactly from civic/middle-class etiquette worldwide, which also apply to the 21st century. Nevertheless, new times have brought that the earlier (very complex and almost all-inclusive) rules of discipline and good manners have become significantly simplified, in accordance with the changes in moral norms and rules of behaviour.

Keywords: system of civic values, school discipline, culture of behaviour, forms of behaviour, forms of conduct, disciplinary regulations

ON (DE)MOTIVATION – FROM THE PUPILS' POINT OF VIEW

PAVLOVIĆ SLAVICA
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Motivation, as a complex interdisciplinary construct, implies not only affective and conative in an individual, but also complex interactions between the educational subjects, more precisely between pupils and teachers, as well as the settings in which those interactions take place and develop. Therefore, motivation is not any more just a prerequisite, a fixed set of individual features, but rather the educational goal, a kind of a competence important not only for learning but for living, as well (*learning to learn and learning to live*) which can be acquired within those interactions. Pupils do not learn (especially when it deals with learning to know, to do, to live, to be, etc.) from the teaching contents presented in the classroom setting only, but also from their teachers' behaviours, attitudes and expectations. This paper reflects upon hidden curriculum – often neglected – which important component, amidst many other, consists of its subjects – pupils, teachers, parents, broader community, etc., who do (not) develop it in terms of attitudes, behaviours, expectations and, of course, motivation. The paper is based on the part of the *survey* research carried out in the second half of 2012, on the stratified, convenience sample of 270 pupils attending the final (eighth) classes of the primary schools in Mostar. Through the five-point Likert scale it was tried to hear not so rarely forgotten pupils' 'voice', their attitudes towards some of the components (perception of their interaction with the teachers, use of the upbringing means in the school, pupils' involvement in the school everyday life and learning, co-operation, etc.) that (in)directly affect their motivation for learning and educational process in general. However, the time will show whether the classroom settings and the school itself have been moving from the concept of *how motivated the pupils are* towards the concept of *how the pupils are motivated* and whether they have been favouring the latter one at all.

Keywords: motivation, pupils, interaction, hidden curriculum, teachers

GAMES AND ACTIVITIES IN DEVELOPMENT OF PROBLEM-SOLVING ABILITIES

PINTÉR KLÁRA

Problem solving is one of the most important parts of mathematical education from primary school to university. We deal with development of problem solving abilities of prospective primary school teachers and students grade 4 and 5 as well in special courses and mathematical circles. Our classes always start with games or manipulative activities. These activities are done in pairs or groups of three or four students. One of the aims of these activities is motivation, students are interested in problems in spite of sometimes they don't prefer mathematics. In addition concrete activities facilitated better understanding and the solution of the problem. Students can find new ideas; discover more representations by experimentation. They instinctively do the guess and check method, and we develop its judicious use through the creation of examples and counterexamples. Students have the opportunity to recognize the need for proving/verifying their hypotheses, and practice reasoning out their steps. In our talk we show some examples. The activity with the logical box gives experiences about sets. Experiments with red and yellow apples aid solving some logic problems and motivate students to create new questions which lead to probability. We play NIM games to discover the strategy of thinking backward, and we play a new version of the game by rolling cube.

Keywords: teacher training for lower primary education, motivation, problem solving, manipulative activity, game

MOTIVATION SYSTEM IN BEGINNER MATHEMATICS EDUCATION

PINTÉR KREKITY VALÉRIA

More and more researches deal with the analysis of students' learning motivation. Using the experience in the teaching of mathematics and the literature in researches of motivation, the teaching of mathematics and motivational possibilities can be divided in the following groups: due to the interest of the content of the study material and the methodology, due to the teaching methods, tools, the forms of work, the evaluation of the pupils' work, as a motivational factor, and the teacher's personality characteristics as motive.

Only one motivation factor cannot lead to ideal results. The appropriate curriculum, the use of educational technology, the evaluation and the personality of the teacher can only work effectively in a complex system, in which the pupil is also a part of as an individual.

Our research aims to define the motivational system in the teaching of mathematics and also investigate its operation.

Keywords: beginner mathematics education, motivation system

PARODY AS A MOTIVATING FACTOR IN TEACHING RUSSIAN LITERATURE

RAMADANSKI DRAGINJA

A parody belongs to the genre of the great imitative capacity. Imitation of the original, in contrast to stylization, exaggerates the key features of parodied style, up to a humorous and comical effects. Almost every period of Russian literature recognizes its manneristic phase when parody comes into play. In many cases, a parody is a kind of serious vision-based literary criticism. We believe that it is methodologically appropriate to motivate students to read the parodies of the works they study, and have the result of better detecting characteristics of a given style, which formally becomes more transparent, visible, memorable and subject to comparison. Students thus given literary phenomenon observed from different angles, which encourages a creative approach to the original, and makes stylistic replacement more dynamic, clearer, with supplementary effects of catharsis. Postmodern literature of modern Russia can not be understood without considering the citation of the literary monolith of world and Russian literature (V. Sorokin, V. Peljevin, D. Prigov, T. Kibirov). Our experience tells us that relaxing and superior laughter that causes parody always managed to motivate students to return to the original, but in more mature, relaxing and imaginative way. In this sense, we refer to the methodological effects of the interpretation of socart as a kind of parody of socialist realism (recognition of his dominant style) with examples of works of the Russian-American artist of words Vagrič Bahčanjan (1938-2009).

Keywords: Socialist realism, socart, Vagrič Bahčanjan, parody, collage, word play

QUALITY OF RELATIONSHIP BETWEEN TEACHERS AND STUDENTS – AN IMPORTANT DETERMINANT OF STUDENTS MOTIVATION

RAMIĆ DELILA

Quality relations are based on mutual respect and the possibility of clear communication. Quality relationship involves both parties. The quality of relationships between teachers and each student essentially determinates the climate in which is realized the goals and tasks of each teaching subject. Students perceived acceptance or rejection emotionally and in accordance to that they behave. The feeling of acceptance, strongly stimulates students to learn, in accordance to that the student will overcome those elements that are not interesting for him if he develops good relationship with his teacher. Besides the sense that the teacher is dedicated to a student, who (teacher) is a powerful source of motivation for students, no less important are the expectations of teachers in relation to student's achievement. When the expectations expressed by supporting, encouraging, aiding, it does not represent the only faith in its capabilities, but also a message that can do what he is asked. When the expectations are expressed by supporting, encouraging, aiding, it does not represent the only faith in its capabilities, but also a message that he can do what he is asked. Expectations placed in a realistic frame means trust, and trust is a very powerful motivator.

Given the above, the aim of this study was to investigate the perception of students about the importance of quality relationships between teachers and students because of motivation of students. Theoretical concept emphasizes an important category for motivation, such as: teacher's warmth, student participation in the classroom, encouraging students responsibility, familiarity teaching experience, praise and punishment, encouragement to express their own opinions.

Accordingly, these categories were our starting point for empirical research of problem.

Keywords: relations in education, quality, extrinsic motivation

FREEDOM AND COERCION

SANTINI VESELKA

Many times during my teaching practice I was wondering how to achieve the aim, claimed in the most contemporary pedagogy books – building a free and self-conscious student. All teachers in every class find few such students, but the question is how to make most of our students motivated.

If we think about the history of education, we are going to realize that, from the students' point of view, the education was never an attractive activity. The society always had to make pressure over the young generation to include them in the educational process.

What I want to say is that education was never free, but connected with some degree of coercion.

During the Age of Enlightenment, the idea of free education was born. Its father was French philosopher J. J. Rousseau. According to his teaching a man is born free and the educational process destroys his freedom. Rousseau's theory was that education has to be freed from all kinds of pressure and the result would be a free and self-conscious person. Teacher's role is to make the student be motivated for the adoption of the necessary skills and knowledge. During that process the student has to be active, but the point was how to motivate him.

In this paper I wanted to claim the opposite thesis: some level of pressure is a necessary part of any education. In order to find some theory to support my opinion, I have found the Russian philosopher and pedagogist S. J. Gessen, who in his book *Principles of Pedagogics* argued against Rousseau's thesis. According to Gessen, man is not born free, but very dependant: dependant on the outside world and on his own nature as well. Education doesn't destroy man's freedom, but quite opposite: the education is the basis for achieving that freedom.

Keywords: freedom, coercion, motivation, J.J. Rousseau, S. I. Gessen

RELATIONSHIPS OF FITNESS AND GUIDANCE OF ATTENTION IN YOUNG SCHOOL-AGED CHILDREN

ŠERBETAR IVAN
KOS LEA

The study attempt to assess the association of fitness and guidance of attention in athletes and non-athletes children. Sample consisted of 56 children aged 8-11, 35 of them were sports involved and 21 were not.

Eurofit test battery, including five anthropometric measures, along with guidance of attention questionnaire by Vulić-Prtorić (2006) based on APA DSM-IV classification, have been applied.

Statistically significant correlation between the sum of motor tests and concentration ($r = -0.43$) have been found, meaning the higher the fitness level the lower the attention problems. Differences between children have been found ($p < .001$) in guidance of attention and also in fitness measures both favorizing children athletes.

Keywords: children fitness, guidance of attention, children athletes

THE CRAVATED APE

SIMON CSABA

Similarly to the paleolite diet the evolutionary psychology is a very popular topic nowadays - it is interested in how the human behaviors and motivations have accommodated to the environment of evolutionary adaptation and also the appearance of our automated mechanisms in the culturally modified environment. The majority of our everyday challenges come from the tension between these two environments - the solution can be either our overture to our biological self or the acknowledgement of the fact that the "school of life" is tough and we must learn certain basic skills and attitudes to the successful existence in our cultural, social milieu. The field, the cultural setting for all this learning is the school system which is the simplified model of our society, the place where our children can develop the social skills. We take our part in keeping up this duality actively. We wish for a more simple and see through sort of life while we create a complicated society. We inherit million years old genetic programs while we have to compete each other in the present environment for successfulness and the benefits coming from that: health and most of them for the possibility to reproduction. The result of the existing inner tension is the clash of the different motivations and this ends up in attention and obedience problems and all those questions that are the topics of this conference or surfaces as a deficiency so many times. I would not try to find answers - rather just like to make you think.

MOTIVATION OF SECONDARY STUDENTS TO PARTICIPATE IN ARTS EXTRACURRICULAR ACTIVITIES

ŠKOJO TIHANA

In the light of overall social changes in the Republic of Croatia and based on curriculum theories, the national curriculum has been established. It consists of the core curriculum which is obligatory for all students, the differentiated part which enables profiling of students according to the type of school and its programme, and the school curriculum which refers to various forms of extracurricular activities. Extra curricular activities include numerous contents such as additional lessons, optional subjects, projects and other programmes which are aimed at the development of students' competencies depending on their preferences. The arts, in which various forms of music activities have been implemented, have an important role in social and cultural development.

In today's world of technological revolution, with different contents available online, teachers have to make additional effort to motivate students to participate in extracurricular activities within the secondary curriculum. The results of the study conducted on the sample of 250 secondary students in Osijek confirmed that students are highly motivated for music activities implemented in various projects. They recognize the significance of motivation in extracurricular activities and are able to define activities and strategies which contribute to their better engagement in various forms of activities.

The schools have a demanding task to choose both adequate extracurricular activities and highly motivated teachers who know their students' interests and encourage them to participate in inventive activities. In that way the implementation of the school curriculum will result in valuable cultural and achievements meeting contemporary requirements.

Keywords: school curriculum, extracurricular activities, motivation

THE ROLE OF ILLUSTRATIVE MATERIAL IN THE TEACHING OF OLD RUSSIAN CULTURE AND LITERATURE

SUBOTIĆ IRENA

Active work with illustrative material in class influences to a large extent the development of students' independence and creative thinking and helps better acquisition of teaching material. In this article we demonstrate the efficiency of using illustrations and films in teaching Old Russian culture and literature and emphasize their motivational significance in various stages of the teaching process.

PLAYING WITH ART

SZABÓ ZSÓFIA

“Dump of pictures”, “terror of multimedia pictures” – used by some scholars these concepts point out the dangerous dominance of the pictures. Despite the negatives teachers have many opportunities to satisfy the extended visual needs: the World Wide Web offers a wide range of spectacular virtual tours, interactive art games, education programs. Focusing on demonstration as a possible method of motivation, this paper examines the results of cooperation between technology and art history. The main part of the study analyses the types, qualities and educational possibilities of online art games. As an art historian as a teacher I intend to point out the entertaining usefulness of playing with artworks in visual education.

Keywords: visual culture, art, education, demonstration, motivation, online games, interactive

CHILDREN'S DEVELOPMENT AND THE TALES AND GAMES

SZTANÁNÉ BABICS EDIT

In a teacher's training college the main goal is to help the students to develop the little children in the kindergardens and in the schools, to develop the children's competitions, knowledge, emotions.

We can be successful in our work in that case we know the children, we know their mastery motivation and their needs, their hopes.

How can we prepare our students for this mission?

Our most important work to teach tales, songs, poems, games, to teach about the rules of children's development, about the rules of children's competitions.

My topic is about this questions.

Keywords: development, tales, games, children's mastery motivation

ACTIVE READING, LEARNING STRATEGIES AS ATTENTION HOLDING DEVICES

TÖRTELI TELEK MÁRTA

Effective learning is attained by developing learners' competence and motivation. During this process, an important attention holding device is self-regulating, active learning. Basic learning strategies help effective learning. Combining these in a special pattern we obtain complex learning strategies, which can make learning and developing competencies even more successful. Many have studied the optimal, the most effective combination and there have been several proposals for it. Weaker readers do not use such strategies that characterize proficient readers. Learners that lack self-regulation need assistance. It is the role and responsibility of the teacher to help children choose and apply a technique that fits their learning styles and competencies, in order to attain optimal success in learning.

Keywords: motivation, attention, learning styles, self-regulated learning, active reading, basic learning strategies, complex learning strategies

MOTIVATING STUDENTS TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES AT SCHOOL

VALJAN VUKIĆ VIOLETA

One of the tasks of a modern school is to prepare and guide students to a meaningful, contentful and quality usage of their leisure time. Providing opportunities for students to engage in leisure time is possible through the organization and implementation of extra-curricular activities at the school as an integral part of the school curriculum. Although for numerous reasons extracurricular activities in schools are neglected, it is worth to emphasize that via them students can express their freedom, discover and realize creative potentials, which represents a stimulus for a positive and overall development of students. Therefore, the need to motivate students to participate in them should be emphasized, since many studies show that involvement allows students many benefits in their personal, social and academic field of development.

Keywords: student, school, motivation, extracurricular activities, complete development

COOPERATIVE STRUCTURES ENHANCING LEARNERS' MOTIVATION IN EDUCATIONAL PRACTICE

VARGA ARANKA

Evolving and maintaining of learners' motivation can be achieved by individualized, experience-based and interactive forms of learning. It is indispensable for teachers to have a wide repertoire of methodology relevant from these approaches as an organic part of their professional knowledge.

The presented action research examined what kind of changes in attitudes and practices of the postgraduate students of University of Pécs could be achieved by learning cooperative structures, the methodology of cooperative learning. The presupposition of the research was that the usage of different teaching-learning methods during the postgraduate training program resulted solid and conscious displacement toward cooperative attitudes.

The evidences of the researches has proven that the experience based, complex form of teacher training which accepted horizontal learning as a necessary element of the training was able to achieve changes in attitudes even among those who firstly met the concept of inclusive education, and the practice of cooperative learning. For those who were more experienced in the field of cooperative learning emphasized the importance of the theoretical background of this training process which made them more conscious in implying these approaches, and practice. Answers which were accessible by the means of the questionnaire clearly pointed out that cooperative and experience-based learning creates innovative, effective, and efficient learning environment at every stage of schooling.

Keywords: teacher-training, inclusion, cooperative learning

DRAMA AS A MOTIVATION PROCESS IN THE LEARNING OF MOTHER TONGUE

VODOPIJA IRENA
KRUMEŠ ŠIMUNOVIĆ IRENA

This article discusses drama methods that can be used as a motivation process in Croatian language learning. Drama methods create a relaxing and stimulating learning atmosphere in every stage of educational process in the classroom. These can be plays, exercises and techniques that encourage cooperative learning, creativity and written as well as oral communication. This paper will present verified drama procedures. These methods motivate children to learn new things as well as improve the already acquired knowledge. Pragmatic function of language can be developed by using drama techniques with children. Linear and holistic drama approach enable children to accept new elements in all areas of teaching Croatian especially linguistics activities.

Keywords: motivational processes, mother tongue, Croatian language, dramatic approach, pragmatic function of language

MENTAL MAPS IN THE FUNCTION OF MOTIVATION FOR PUPILS WITH DIFFICULTIES

ZRILIĆ SMILJANA
BEDEKOVIĆ VESNA

Good practice in studying children with difficulties depends on numerous factors. One of them is surely the feeling of acknowledgement, acceptance and respect of their differences, and particularly the lack of fear in failure. If children with difficulties are presented just as such, we can then say that we often unrealistically evaluate the value of their achievements and overly restrict them or protect them instead of encouraging them to perform different activities. Mental maps are very useful as a means of motivation. They direct the pupil to the connection of key facts, to their sequence and discovery of the cause-consequence relationship. By discovering the entirety, creating a connected story from single concepts, and children are able to do this by observing and learning from the map they have drawn by themselves, the real sense of studying is achieved, for linear, particularly only textual information in text books does not offer the possibility of noticing the relationship among concepts. Mental maps are a great help in working with children with difficulties. Pupils manage more easily through visual contents, remember them more easily and notice the connection and relationship between objects and concepts. Thus, besides motivation, discipline is raised in the classroom during lessons. Every mental map is useful and created so as to have the pupil understood, which means that there is no lack of success. Mental maps offer new dimensions for development, assortment, and storing of thoughts. Using the working technique of mental map assistance achievement is made in creative thinking, motivation and concentration is increased, increased also is the interest in the contents or information being processed, communication is improved, studying is easier and enjoyed, priorities are more clearly determined, self-confidence is improved, while studying motivation grows all the more which contributes greatly to the maintenance of attention in the classroom.

Keywords: pupils with difficulties, mental maps, motivation, teacher's competence

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