

# **Final Programme and Abstracts**

## **THE CHALLENGES OF CONTEMPORARY EDUCATION**

11<sup>th</sup> International Scientific Conference  
6<sup>th</sup> International Methodological Conference  
4<sup>th</sup> ICT in Education Conference



**University Of Novi Sad  
Hungarian Language Teacher Training Faculty  
in Subotica**

**Date:** October 19–21, 2017

**Venue:** The building of the Hungarian Language Teacher Training  
Faculty in Subotica

Serbia, 24000 Subotica, Strossmayerova 11



# "The Challenges of Contemporary Education"

11<sup>th</sup> International Scientific Conference  
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October 19–21, 2017  
Subotica, Serbia

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Hungarian Language Teacher training Faculty in Subotica

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# General Information

## **Date and Place**

The Conferences of the Hungarian Language Teacher Training Faculty in Subotica will take place between October 19–21, 2017 in Subotica, Serbia, in the building of the Faculty called Yellow House (Strossmayerova 11).

## **Languages of the proceedings**

Simultaneous translations into Hungarian and Serbian will be provided during the conferences.

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

## **Proceedings**

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

## **Registration Desk (ground floor, Office for Registration)**

The Registration Desk will be open during the Conferences:

Thursday, October 19th: 9a.m.– 6p.m.

Friday, September 20th: 8a.m.– 12a.m.

## **Information Desk (1st floor)**

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## **Presentations**

The conferences rooms are supplied with data projectors and interactive boards.

## **Smoking**

Because of the 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.

## **Parking**

The Faculty is situated in the town centre, which is in a parking zone - you can buy parking slips for hours or for a whole day (it costs about 3 Euro). Parking slips can be purchased near the faculty building, but we can also provide assistance in managing parking.

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# Programme





<b>11<sup>th</sup> International Scientific Conference 2017</b>		
<b>2017. október 20.</b>		<b>20. oktobar 2017</b>
<b>RÉSZTVEVŐK REGISZTRÁCIÓJA</b>	8.00 – 9.00	<b>REGISTRACIJA UČESNIKA KONFERENCIJE</b>
<b>DÍSZTEREM – SVEČANA SALA</b>		
A RÉSZTVEVŐK KÖSZÖNTÉSE, A KONFERENCIA MEGNYITÁSA	9.00 – 9.30	POZDRAVNI GOVOR, OTVARANJE KONFERENCIJE
<b>PLENÁRIS ELŐADÁS</b>	9.30 – 10.00	<b>PLENARNO PREDAVANJE</b>
Milan Matijević		Milan Matijević
<i>Prema didaktici nastave za net generacije</i>		<i>Towards didactic teaching method for the net generation</i>
<b>DÍSZTEREM – SVEČANA SALA</b>		
Elnöklő: Szerepi Sándor		Predsedavajući: Sándor Szerepi
Barcsi Tamás	10.00 – 10.15	Tamás Barcsi
<i>Morálfilozófia-művészet-oktatás</i>		<i>Moral philosophy - art - education</i>
Szerepi Sándor	10.15 – 10.30	Sándor Szerepi
<i>A kora gyermekkori roma integráció módszertani sajátosságai</i>		<i>Methodological Specialties of Roma Integration in Early Childhood</i>
Nataša Kurtuma	10.30 – 10.45	Nataša Kurtuma
<i>Procena uspeha i obrada frazeologizama u okviru nastave stranog jezika</i>		<i>The evaluation of the acquisition of phraseologisms in foreign language learning and teaching</i>
Blatt Péterné	10.45 – 11.00	Péterné Blatt
<i>Sportoló tanulók kapcsolati hálója</i>		<i>The connection net of sporting pupils</i>

Bojana Perić Prkosovački <i>Razvojni pristup u radu sa mladima kao pretpostavka interaktivne nastave</i>	11.00 – 11.15	Bojana Perić Prkosovački <i>Youth development approach as a postulation of the interactive teaching</i>
Vér Annamária <i>Tanulási stratégiák és stílusok vizsgálata a DVK 10. évfolyamán</i>	11.15 – 11.30	Annamária Vér <i>Learning strategies and styles with grade 10 students</i>
Erdő-Schaffer Rita <i>„Mindenki” – egy Oscar díjas film zenei visszhangja</i>	11.30 – 11.45	Rita Erdő-Schaffer <i>“Sing” (Mindenki) – the musical resonance of an Oscar winning short film</i>
Bálint Ágnes <i>Mi a közös a csimpánzok és a gyerekek nyelvtanításában?</i>	11.45 – 12.00	Ágnes Bálint <i>What is common in teaching (foreign) language to chimps and to children?</i>
Fejes Zsuzsanna – Soós Edit <i>Challenges of Public Administration in the modern state. Perspectives for Hungary</i>	12.00 – 12.15	Zsuzsanna Fejes – Edit Soós <i>Challenges of Public Administration in the modern state. Perspectives for Hungary</i>
Fekete Zsófia <i>Neuro-music therapy</i>	12.15 – 12.30	Zsófia Fekete <i>Neuro-music therapy</i>
Havadi-Nagy Marian <i>Grammatikalitási ítéletek az egyes nyelvi szinteken – alaktani megközelítés</i>	12.30 – 12.45	Marian Havadi-Nagy <i>Grammaticality judgements on diverse linguistic levels – A morphological approach</i>

Hegedüs András <i>Halál és gyermek – egy „empirikus tabu” feldolgozásának problematikája</i>	12.45 – 13.00	András Hegedüs <i>Death and children – processing an “empiric taboo”</i>
Holik Ildikó <i>Mérnökhallgatók teljesítménymotivációja</i>	13.00 – 13.15	Ildikó Holik <i>Achievement Motivation of Engineering Students</i>
<b>EBÉD</b>	13.30 – 14.30	<b>RUČAK</b>
<b>DÍSZTEREM – SVEČANA SALA</b>		
Elnöklő: Emina Berbić Kolar		Predsedavajući: Emina Berbić Kolar
Josip Ivanović – Aleksandar Nađ Olajoš <i>Pluralizam teorijskih koncepcija u pristupu suvremenoj nastavi</i>	14.30 – 14.45	Josip Ivanović – Aleksandar Nađ Olajoš <i>Pluralism of theoretical concepts in accordance with contemporary teaching</i>
Kisné Bernhardt Renáta – Nagy Annamária <i>A harmonikus óvoda-iskola átmenet összehasonlítása</i>	14.45 – 15.00	Renáta Kisné Bernhardt – Annamária Nagy <i>Comparative study on the concept of kindergarten - school harmonious transition</i>
Tomislav Košta <i>Kreativnost kao ključni faktor kvalitete realizacije nastave glazbene kulture u razrednoj nastavi</i>	15.00 – 15.15	Tomislav Košta <i>Creativity as a key factor for quality realisation of music education in lower grades of elementary school</i>

Ladnai Attiláné <i>Ha a virág nem virágzik, min változtassunk? – pozitív pszichológia az oktatásban</i>	15.15 – 15.30	Attiláné Ladnai <i>What can we change if the flowers are not able to flourish? – positive psychology in education</i>
Sanja Mandarić <i>Značaj plesnih sadržaja u savremenoj nastavi</i>	15.30 – 15.45	Sanja Mandarić <i>Relevance of the dance based content in contemporary teaching</i>
Meggyesné Hosszu Tímea <i>Európai helyzetkép az enyhén értelmi fogyatékos tanulók idegennyelv-oktatásáról</i>	15.45 – 16.00	Tímea Meggyesné Hosszu <i>European situation of the mild intellectual disabled students' foreign language teaching</i>
Tanja Đurić – Igor Marko Gligorić <i>Osjetljivost studenata na elastičnost leksičke norme hrvatskoga standardnoga jezika</i>	16.00 – 16.15	Tanja Đurić – Igor Marko Gligorić <i>Student sensitivity to the elasticity of the lexical norm in Croatian</i>
Romoda Renáta <i>A XX. század eleji vajdasági magyar irodalom a tanórákon</i>	16.15 – 16.30	Renáta Romoda <i>20th century Vojvodinian Hungarian literature in the classroom</i>
<b>SZÜNET</b>	16.30 – 16.50	<b>PAUZA</b>
Sanda István Dániel <i>Glosses on the 18-19<sup>th</sup> century education in Vojvodina</i>	16.50 – 17.05	István Dániel Sanda <i>Glosses on the 18-19<sup>th</sup> century education in Vojvodina</i>

<p>Sütő Éva</p> <p><i>Tanulj, küzdj vagy fuss!</i></p>	<p>17.05 – 17.20</p>	<p>Éva Sütő</p> <p><i>Learn, fight or run!</i></p>
<p>Szabóné Pongrácz Petra</p> <p><i>„Mindig a jelent kell formálni ahhoz, hogy olyan jövőnk legyen, amelyet képzelünk magunknak...” Gyógypedagógus-képzésben részt vevő fiatalok értékorientációja a jövőről alkotott elképzeléseik tükrében</i></p>	<p>17.20 – 17.35</p>	<p>Petra Szabóné Pongrácz</p> <p><i>“It’s the present that always has to be shaped so that we should have a future that we imagine for us ...” value orientation of special education students in the mirror of future plans</i></p>
<p>Tóth I. János</p> <p><i>Demográfiai tél és annak pedagógiai következményei</i></p>	<p>17.35 – 17.50</p>	<p>János I. Tóth</p> <p><i>Demographic winter and its pedagogical implications</i></p>
<p>Slavica Vrsaljko – Kristina Uzelac</p> <p><i>Neformalno komuniciranje među učenicima kao prijetnja pismenome izražavanju u suvremenoj nastavi</i></p>	<p>17.50 – 18.05</p>	<p>Slavica Vrsaljko – Kristina Uzelac</p> <p><i>Modern forms of informal communication as a threat to written expression in</i></p>
<p>Samu János</p> <p><i>Az „egzisztenciális tartományok” szövegtérképei</i></p>	<p>18.05 – 18.20</p>	<p>János Samu</p> <p><i>(Text)mapping existential territories</i></p>
<p>Pusztafalvi Henriette</p> <p><i>Az egészségnevelés helye a köznevelésben</i></p>	<p>18.20 – 18.35</p>	<p>Henriette Pusztafalvi</p> <p><i>The place of health education in public education</i></p>
<p><b>VACSORA</b></p>	<p>19.00</p>	<p><b>VEČERA</b></p>

PÁRHUZAMOS SZEKCIÓ – PARALELNE SEKCIJE

8-AS TANTEREM – UČIONICA BR. 8

Elnöklő: Bécsi Zsófia		Predsedavajući: Zsófia Bécsi
Lana Mayer – Vedrana Živković Zebec  <i>Grafički roman kao poticaj čitanju u vremenu odrastanja u medijskom okruženju Gregov dnevnik Jeffa Kinneyja</i>	14.30 – 14.45	Lana Mayer – Vedrana Živković Zebec  <i>Graphic novel as an incentive to reading in a time of growing up in a multimedial surrounding - diary of a wimpy kid by Jeff Kinney</i>
Ispánovics Csapó Julianna  <i>A magyar nyelv és irodalom oktatásának recepciótörténete Vajdaságban a XX. század hetvenes éveiben</i>	14.45 – 15.00	Julianna Ispánovics Csapó  <i>Reception history of hungarian language and literature teaching in vojvodina at the turn of the 20th–21st centuries</i>
Tóth Glemba Klára  <i>Nyelvi identitás és kommunikáció a közösségi hálón a szórványmagyarok körében</i>	15.00 – 15.15	Klára Tóth Glemba  <i>Language identity and communication in social networks of Hungarians in the diaspora</i>
Bécsi Zsófia  <i>Út az elmélettől a gyakorlatig – John Dewey nevelésfilozófiája</i>	15.15 – 15.30	Zsófia Bécsi  <i>The way from theory to practice - John Dewey's philosophy of education</i>

<p>Ева Вишњић – Илдико Ђокић</p> <p><i>Клоз техника за тестирање брзине читања на страном језику</i></p>	<p>15.30 – 15.45</p>	<p>Eva Višnjić – Ildiko Đokić</p> <p><i>The reading comprehension test with cloze-procedure for measuring the reading speed in a foreign language</i></p>
<p>Milica Herceg – Siniša Opić</p> <p><i>Vršnjačko nasilje u seoskim osnovnim školama</i></p>	<p>15.45 – 16.00</p>	<p>Milica Herceg – Siniša Opić</p> <p><i>Peer bullying in school</i></p>
<p>Gábrity Molnár Irén</p> <p><i>A felsőoktatás hasznosulásának a mérőszempontjai</i></p>	<p>16.00 – 16.15</p>	<p>Irén Gábrity Molnár</p> <p><i>The aspects of measuring the utilization of higher education</i></p>
<p>Stanislav Benčič</p> <p><i>Plurilingualism in preschool education in Europe</i></p>	<p>16.15 – 16.30</p>	<p>Stanislav Benčič</p> <p><i>Plurilingualism in preschool education in Europe</i></p>
<p><b>SZÜNET</b></p>	<p>16.30 – 16.50</p>	<p><b>PAUZA</b></p>
<p>Golyán Szilvia</p> <p><i>A kórházpedagógia Magyarországon – a köznevelés rendszerében és azon túl</i></p>	<p>16.50 – 17.05</p>	<p>Szilvia Golyán</p> <p><i>Hospital education in Hungary - in and over the compulsory education system</i></p>
<p>Szaszkó Rita</p> <p><i>The role of indirect intercultural contacts in foreign language learning processes</i></p>	<p>17.05 – 17.20</p>	<p>Rita Szaszko</p> <p><i>The role of indirect intercultural contacts in foreign language learning processes</i></p>

<p>Emina Berbić Kolar – Igor Marko Gligorić – Marta Zečević</p> <p><i>Disleksija i disgrafija u mlađoj školskoj dobi</i></p>	<p>17.20 – 17.35</p>	<p>Emina Berbić Kolar – Igor Marko Gligorić – Marta Zečević</p> <p><i>Dyslexia and dysgraphia in younger school age</i></p>
<p>Kisné Bernhardt Renáta – Kriegel Zsófia</p> <p><i>Én, mint tanító – a tanítófogalomhoz kapcsolódó hallgatói nézetek motívumrendszerének feltárása</i></p>	<p>17.35 – 17.50</p>	<p>Renáta Kisné Bernhardt – Zsófia Kriegel</p> <p><i>Me, as a teacher – revealing the motif system of teacher students' reflections on the concept of "teacher"</i></p>
<p>Furcsa Laura</p> <p><i>A társértékelés kihívásai és lehetőségei a reflexivitás szempontjából</i></p>	<p>17.50 – 18.05</p>	<p>Laura Furcsa</p> <p><i>The challenges and possibilities of peer assessment in terms of reflexivity</i></p>
<p>Hercz Mária</p> <p><i>Teaching and Learning of Assessment for Learning in Teacher Training</i></p>	<p>18.05 – 18.20</p>	<p>Mária Hercz</p> <p><i>Teaching and learning of assessment for learning in teacher training</i></p>
<p><b>VACSORA</b></p>	<p>19.00</p>	<p><b>VEČERA</b></p>



<b>6<sup>th</sup> International Methodological Conference</b>		
<b>2017. október 19.</b>		<b>19. oktobar 2017</b>
<b>RÉSZTVEVŐK REGISZTRÁCIÓJA</b>	9.00 – 9.30	<b>REGISTRACIJA UČESNIKA KONFERENCIJE</b>
<b>DÍSZTEREM - SVEČANA SALA</b>		
A RÉSZTVEVŐK KÖSZÖNTÉSE, A KONFERENCIA MEGNYITÁSA	9.45 – 10.00	POZDRAVNI GOVOR, OTVARANJE KONFERENCIJE
<b>PLENÁRIS ELŐADÁS</b>  Nataša Branković  <i>Snaga nastavnika lidera: uloge i uticaj na nastavu</i>	10.00 – 10.30	<b>PLENARNO PREDAVANJE</b>  Nataša Branković  <i>The power of teacher leaders: the role and impact on teaching</i>
<b>DÍSZTEREM - SVEČANA SALA</b>		
Elnöklő: Sanja Nuhanović, Törteli Telek Márta		Predsedavajući: Sanja Nuhanović, Márta Törteli Telek
Sanja Nuhanović  <i>Projekt u nastavi glazbe</i>	10.30 – 10.45	Sanja Nuhanović  <i>The project in music teaching</i>
Katarina Stanojević  <i>Primena interdisciplinarnog pristupa u funkciji razumevanja muzičkog dela</i>	10.45 – 11.00	Katarina Stanojević  <i>Using an interdisciplinary approach for understanding musical works</i>
Edita Borić  <i>Mišljenje studenta o utjecaju primjene</i>	11.00 – 11.15	Edita Borić  <i>Students opinions about the impact of the application of</i>

<p><i>informacijsko komunikacijske tehnologije u poučavanju kulturne baštine i njezin utjecaj na život mladih</i></p>		<p><i>ICT in teaching cultural heritage and its impact on the lives of young people</i></p>
<p>Törteli Telek Márta – Horváth Futó Hargita – Csányi Erzsébet</p> <p><i>Olasásvizsgálatok. Vajdasági, magyarországi és nemzetközi kutatások eredményeinek komparatív elemzése</i></p>	<p>11.15 – 11.30</p>	<p>Márta Törteli Telek – Hargita Horváth Futó – Erzsébet Csányi</p> <p><i>Reading assessments comparative analysis of Vojvodian, Hungarian and global research results</i></p>
<p>Lidija Bakota –Valentina Majdenić</p> <p><i>Komparativna analiza udžbenika hrvatskoga i srpskoga jezika i književnosti iz perspektive književne ekologije i zoolingvistike</i></p>	<p>11.30 – 11.45</p>	<p>Lidija Bakota– Valentina Majdenić</p> <p><i>Comparative analysis of Croatian and Serbian language and literature textbooks from the perspective of literary ecology and zoolinguistics</i></p>
<p>Ana Popović – Željko Popović – Irella Bogut</p> <p><i>Glazbene aktivnosti u integriranoj i izvanučioničkoj nastavi prirodoslovlja</i></p>	<p>11.45 – 12.00</p>	<p>Ana Popović – Željko Popović – Irella Bogut</p> <p><i>Musical activities in integrated and outdoor nature science teaching</i></p>
<p><b>SZÜNET</b></p>	<p>12.00 – 12.15</p>	<p><b>PAUZA</b></p>
<p>Sanela Mužar Horvat</p>	<p>12.15 – 12.30</p>	<p>Sanela Mužar Horvat</p>

<i>Suradničko učenje kao oblik aktivnog učenja u razrednoj nastavi</i>		<i>Postgraduate teaching as a model of active learning in special teaching</i>
Golyán Szilvia – Kerekes Valéria  <i>Innovációk az óvodapedagógus-képzésben – A mentori-tutori rendszer</i>	12.30 – 12.45	Szilvia Golyán – Valéria Kerekes  <i>Innovations in preschool teachers training – mentoring and tutoring system</i>
Nikolina Cenger – Irena Krumes  <i>Suvremene tehnologije u početnom ovladavanju čitanjem i pisanjem</i>	12.45 – 13.00	Nikolina Cenger – Irena Krumes  <i>Modern technologies in initial reading and writing</i>
Smiljana Zrilić – Violeta Valjan Vukić  <i>Izazovi, nedoumice i teškoće u praćenju, vrednovanju i ocenjivanju učenika s disgrafijom</i>	13.00 – 13.15	Smiljana Zrilić – Violeta Valjan Vukić  <i>Challenges, doubts and difficulties in monitoring, evaluation and assessments of students with dysgraphia</i>
Vass Vilmos  <i>A tanulás új értelmezése</i>	13.15 – 13.30	Vilmos Vass  <i>New meaning of learning</i>
<b>EBÉD</b>	13.30 – 14.30	<b>RUČAK</b>
<b>8-AS TANTEREM – UČIONICA BR. 8</b>		
Elnöklő: Sípos Zsóka, Ljubica Ivanović Bibić		Predsedavajući: Zsóka Sípos, Ljubica Ivanović Bibić

<p>Mirjana Maričić – Slobodanka Suvajdžić – Dafina Gradinščak – Dušanka Obadović</p> <p><i>Primena naučnog metoda na sadržaje iz fizike u početnoj nastavi prirodnih nauka</i></p>	14.30 – 14.45	<p>Mirjana Maričić – Slobodanka Suvajdžić – Dafina Gradinščak – Dušanka Obadović</p> <p><i>The application of the scientific method based on contents of physics in the initial natural science teaching</i></p>
<p>Sípos Zsóka</p> <p><i>Harmadikos és ötödikes gyerekek olvasási szokásai</i></p>	14.45 – 15.00	<p>Zsóka Sípos</p> <p><i>The Characteristics of 3rd and 5th Grade Children's Reading Skill</i></p>
<p>Jovanka Ulić – Otilia Velišek-Braško</p> <p><i>Integrisan metodički pristup u obrazovanju vaspitača</i></p>	15.00 – 15.15	<p>Jovanka Ulić – Otilia Velišek-Braško</p> <p><i>Integrated methodological approaches in education of the preschool teachers</i></p>
<p>Snežana Šarančić Čutura</p> <p><i>Književni kanon i njegove alternative (Dela savremenih autora za decu i nastavno proučavanje književnosti)</i></p>	15.15 – 15.30	<p>Snežana Šarančić Čutura</p> <p><i>The literary canon and its alternatives (the works of contemporary authors for children and teachers studying literature)</i></p>
<p>Ljubica Ivanović Bibić – Sandra Dratić Smilovac – Smiljana Đukičin Vučković – Anđelija Ivkov Džigurski – Đeri Lukrecija</p> <p><i>Princip individualizacije u nastavi na primeru inkluzije u osnovnim školama</i></p>	15.30 – 15.45	<p>Ljubica Ivanović Bibić – Sandra Dratić Smilovac – Smiljana Đukičin Vučković – Anđelija Ivkov Džigurski – Đeri Lukrecija</p> <p><i>The principle of individualization in teaching illustrated by the example of inclusion in primary schools</i></p>

<p>Lepeš Josip – Halasi Szabolcs – Stajer Anita</p> <p><i>A mindennapos testnevelés helyzetének felmérése Szabadka és környéke óvodáiban</i></p>	15.45 – 16.00	<p>Josip Lepeš – Szabolcs Halasi – Anita Stajer</p> <p><i>A survey on everyday physical education in kindergartens of Subotica and its region</i></p>
<p>Dragan Cvejić – Svetlana Buišić – Nebojša Mitrović – Sergej Ostojčić</p> <p><i>Aerobna aktivnost učenika na FITT času fizičkog vaspitanja</i></p>	16.00 – 16.15	<p>Dragan Cvejić – Svetlana Buišić – Nebojša Mitrović – Sergej Ostojčić</p> <p><i>Aerobic student activity at FITT Physical Education class</i></p>
<b>SZÜNET</b>	16.15 – 16.30	<b>PAUZA</b>
<p>Elnöklő: Bertók Rózsa, Kovács Elvira</p>		<p>Predsedavajući: Rózsa Bertók, Elvira Kovács</p>
<p>Bertók Rózsa</p> <p><i>Játékkal a zombi-apokalipszis ellen</i></p>	16.30 – 16.45	<p>Rózsa Bertók</p> <p><i>Homo ludens playing games against the zombie apocalypse</i></p>
<p>Kovács Beatrix</p> <p><i>Együtt Boldogabb (integráció a táncpedagógián belül)</i></p>	16.45 – 17.00	<p>Beatrix Kovács</p> <p><i>Happier together (integration in dance pedagogy)</i></p>
<p>Bencéné Fekete Andrea</p> <p><i>Kutatáson alapuló tanulás az általános iskolában</i></p>	17.00 – 17.15	<p>Andrea Bencéné Fekete</p> <p><i>Research based learning in the primary school</i></p>

Berze Gizella – Csíkos Csaba <i>Szülők és tanítók nézetei a matematika tantárgy szerepéről</i>	17.15 – 17.30	Gizella Berze – Csaba Csíkos <i>Parents and teachers views on the distinct role of mathematics as a school subject</i>
Kovács Elvira – Pintér Krekić Valéria <i>A matematika élményszerű tanulása és tanítása alsó osztályban</i>	17.30 – 17.45	Elvira Kovács – Valéria Pintér Krekić <i>Teaching and learning adventurous mathematics with cooperative methods in the lower grades of primary school</i>
Huszár Elvira <i>A korszerű oktatás kihívásai</i>	17.45 – 18.00	Elvira Huszár <i>The challenges of modern education</i>
Czékus Géza – Horák Rita – Borsos Éva <i>A zoopedagógia helye az oktatásban</i>	18.00 – 18.15	Géza Czékus – Rita Horák – Éva Borsos <i>The place of ZOO pedagogy in education</i>
Borsos Éva <i>A kritérium tesztek hatékonysága az általános iskolai biológiaoktatásban</i>	18.15 – 18.30	Éva Borsos <i>The effectiveness of the criteria tests in biology teaching in elementary schools</i>
<b>VACSORA</b>	18.30	<b>VEČERA</b>

<b>4<sup>th</sup> ICT in Education Conference</b>		
<b>2017. október 19.</b>		<b>19. oktobar 2017</b>
<b>RÉSZTVEVŐK REGISZTRÁCIÓJA</b>	12.30 – 13.30	<b>REGISTRACIJA UČESNIKA KONFERENCIJE</b>
<b>EBÉD</b>	13.30 – 14.15	<b>RUČAK</b>
<b>DÍSZTEREM - SVEČANA SALA</b>		
A RÉSZTVEVŐK KÖSZÖNTÉSE, A KONFERENCIA MEGNYITÁSA	14.15 – 14.30	POZDRAVNI GOVOR, OTVARANJE KONFERENCIJE
<b>PLENÁRIS ELŐADÁS</b>		<b>PLENARNO PREDAVANJE</b>
Vass Vilmos	14.30 – 15.00	Vass Vilmos
A tanulás új értelmezése		New meaning of learning
<b>DÍSZTEREM - SVEČANA SALA</b>		
Elnöklő: Borsos Éva, Juhász György	15.00 – 17.00	Predsedavajući: Éva Borsos, György Juhász
Borsos Éva – Kovács Elvira	15.00 – 15.15	Éva Borsos – Elvira Kovács
<i>Az Újvidéki Egyetem Magyar Tannyelvű Tanítóképző Kar hallgatóinak IKT használati szokásai a matematika és a természet és társadalom órák megtartása során</i>		<i>The ICT usage of students of the hungarian Language Teacher Training Faculty of the University of Novi Sad in the course of Mathematics and nature and society lessons</i>
Iris Stantić-Miljački – Andrijana Miletić – Olivera Cekić-Jovanović	15.15 – 15.30	Iris Stantić-Miljački – Andrijana Miletić – Olivera Cekić-Jovanović
<i>Informaciono komunikaciona tehnologija u nastavi prirode i društva -</i>		<i>Using ICT in Science teaching – possibilities and limitations</i>

<i>magúcnosti i ograničenja</i>		
<p>Janurikné Soltész Erika – Kovács Cintia</p> <p><i>Elektronikus tanulási felületek használata – egy kísérleti Tanulásmódszertan kurzus longitudinális vizsgálata</i></p>	15.30 – 15.45	<p>Erika Janurikné Soltész – Cintia Kovács</p> <p><i>Use of electronic learning platforms - A longitudinal study of an experimental learning methodology course</i></p>
<p>Vujadin Zdravković – Dragana Gavrilović-Obradović</p> <p><i>Stav učenika osnovne škole prema video lekcijama korišćenim u izokrenutom učenju biologije</i></p>	15.45 – 16.00	<p>Vujadin Zdravković – Dragana Gavrilović-Obradović</p> <p><i>Elementary school students' attitude toward video lectures used in flipped learning biology</i></p>
<p>Ivana Dragin</p> <p><i>Stavovi nastavnika prema informacionim i komunikacionim tehnologijama kao sredstvu za individualizaciju nastave</i></p>	16.00 – 16.15	<p>Ivana Dragin</p> <p><i>Attitudes of teachers towards information and communication technologies as a means of individualization of teaching</i></p>
<p>Nemes Magdolna – Révészné Nagy Orsolya</p> <p><i>A mesterséges kétnyelvűségéről - angolul nevelő magyar családok</i></p>	16.15 – 16.30	<p>Magdolna Nemes – Orsolya Révészné Nagy</p> <p><i>Bilingual children - Hungarian parents raising their children in English</i></p>



Jaruska Ladislav – Juhász György  <i>A számítógépes modellezés lehetőségei a matematikaoktatásban</i>	16.30 – 16.45	Ladislav Jaruska – György Juhász  <i>The possibilities of computer modeling in mathematics education</i>
Kis Márta  <i>Új szemlélet – új irányok: IKT támogatás a közgazdász képzésben</i>	16.45 – 17.00	Márta Kis  <i>New approach – new way: ICT aid in economist higher education</i>
<b>SZÜNET</b>	17.00 – 17.15	<b>PAUZA</b>
<b>DÍSZTEREM - SVEČANA SALA</b>		
Elnöklő: Pšenáková Ildikó, Námesztovszki Zsolt	17.15 – 19.30	Predsedavajući: Pšenáková Ildikó, Zsolt Námesztovszki
Kovács-Bokor Éva – Kiss Endre  <i>Környezetvédelmi mérési módszerek alkalmazása hallgatói laborgyakorlatokon</i>	17.15 – 17.30	Éva Kovács-Bokor – Endre Kiss  <i>Application of the measurement methods of the environmental protection on the laboratory measurement of students</i>
Kovács Cintia – Janurikné Soltész Erika  <i>A digitális kompetenciamodell megjelenése tevékenységközpontú online környezetben</i>	17.30 – 17.45	Cintia Kovács – Erika Janurikné Soltész <i>The existence of a digital competence model in an activity-based online environment</i>

<p>Juhász György – Szarka Katarína</p> <p><i>Webes alkalmazások, molekulamodellés és a kémiai kötés oktatása</i></p>	<p>17.45 – 18.00</p>	<p>György Juhász – Katarína Szarka</p> <p><i>Web applications, Molecular Modeling and Teaching of Chemical Bonds</i></p>
<p>Kövári Attila</p> <p><i>Beágyazott rendszerek oktatása az informatikai képzésben</i></p>	<p>18.00 – 18.15</p>	<p>Attila Kövári</p> <p><i>Learning of Embedded Systems in IT Education</i></p>
<p>Pšenáková Ildikó</p> <p><i>Számítógépes biztonság oktatása a leendő tanároknak</i></p>	<p>18.15 – 18.30</p>	<p>Ildikó Pšenáková</p> <p><i>Computer security training for future teachers</i></p>
<p>Sinka Annamária</p> <p><i>Projekt munkák és „kütyük” az oktatásban</i></p>	<p>18.30 – 18.45</p>	<p>Annamária Sinka</p> <p><i>Project Work and Tech Gadgets in Education</i></p>
<p>Szarka Katarína – Brestenská Beáta – Tóth-Bakos Anita</p> <p><i>On-line fejlesztő értékelés a tanárképzés gyakorlatában</i></p>	<p>18.45 – 19.00</p>	<p>Katarína Szarka – Beáta Brestenská – Anita Tóth-Bakos</p> <p><i>On-line Assessment for Learning in Teacher Training Practice</i></p>
<p>Sziládi Gergely</p> <p><i>Kézmozgás vezérlés mint projekt feladat az informatika oktatásában</i></p>	<p>19.00 – 19.15</p>	<p>Gergely Sziládi</p> <p><i>Hand movement control as a project task in the IT education</i></p>

Bálint Krisztián – Tóth Alex – Takács Márta  <i>A bitcoin oktatás lehetséges aspektusai a magyarországi egyetemi hallgatók köreiből</i>	19.15 – 19.30	Krisztián Bálint – Alex Tóth – Márta Takács  <i>The possible aspects of BTC education in the circle of students of Hungarian universities</i>
<b>VACSORA</b>	19.30	<b>VEČERA</b>

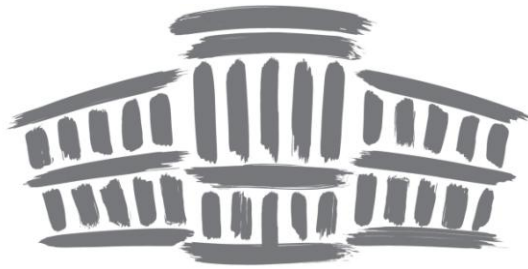
<b>2017. október 20. (péntek)</b>		<b>20. oktobar 2017 (petak)</b>
<b>RÉSZTVEVŐK REGISZTRÁCIÓJA</b>	8.30 – 9.30	<b>REGISTRACIJA UČESNIKA KONFERENCIJE</b>
<b>8-AS TANTEREM – UČIONICA BR. 8</b>		
Elnöklő: Molnár György, Pintér Róbert	9.30 – 11.15	Predsedavajući: Molnár György, Pintér Róbert
Molnár György  <i>Az innovatív hálózati tanulás rejtelmői a közösségi média valamint a medialisztált hálózatok támogatásával a digitális nemzedékek körében</i>	9.30 – 9.45	György Molnár  <i>The secrets of network learning supported by social media and medialized networks among the digital natives</i>
Silvija Tapiška – Petković Violeta  <i>Primena informacione tehnologije u nastavi</i>	9.45 – 10.00	Silvija Tapiška – Petković Violeta  <i>Using ICT in education</i>

Ujbányi Tibor <i>Egy informatikai feladat megoldás elemzése Eye tracking alkalmazásával</i>	10.00 – 10.15	Tibor Ujbányi <i>Analysis the solution of an IT test by using Eye tracking method</i>
Pintér Róbert <i>Projekt alapú oktatás kihívásai</i>	10.15 – 10.30	Róbert Pintér <i>Challenges in Project base learning</i>
Balázs Piri Dorottya <i>Hagyományos tartalmak innovatív környezetben</i>	10.30 – 10.45	Dorottya Balázs Piri <i>Traditional contents in innovative environment</i>
Biró Kinga <i>A korszerű mobil IKT eszközökkel támogatott, virtuális és augmented tanulási környezetek a pedagógiai gyakorlatban</i>	10.45 – 11.00	Kinga Biró <i>Virtual and augmented learning environments supported by modern mobile ICT tools in pedagogical practice</i>
<b>SZÜNET</b>	11.00 – 11.15	<b>PAUZA</b>
Elnöklő: Ollé János, Esztelecki Péter	11.15 – 13.15	Predsedavajući: Ollé János, Esztelecki Péter
Csányi Judit <i>Barangolás a Hangok földjén</i>	11.15 – 11.30	Judit Csányi <i>Walking on the Ground of Sounds</i>

<p>Csányi László</p> <p><i>Tanítsunk filmmel!</i></p>	<p>11.30 – 11.45</p>	<p>László Csányi</p> <p><i>Let's teach with movies!</i></p>
<p>Ollé János</p> <p><i>Kritikai gondolkodást fejlesztő online tananyagok összehasonlító elemzése</i></p>	<p>11.45 – 12.00</p>	<p>János Ollé</p> <p><i>Comparative analysis of learning materials for critical thinking development</i></p>
<p>Szűts Zoltán</p> <p><i>A crowdsourcing használata a nonformális tanításban és tanulásban</i></p>	<p>12.00 – 12.15</p>	<p>Zoltán Szűts</p> <p><i>Use of crowdsourcing in non-formal teaching and learning</i></p>
<p>Barsy Anna</p> <p><i>A bárhol, bármikor elérhető e-füzet</i></p>	<p>12.15 – 12.30</p>	<p>Anna Barsy</p> <p><i>E-booklet anywhere, anytime</i></p>
<p>Suzana Rukavina</p> <p><i>Digitalne priče: konstruktivistički pristup učenju i poučavanju u visokoškolskom obrazovanju</i></p>	<p>12.30 – 12.45</p>	<p>Suzana Rukavina</p> <p><i>Digital storytelling: a constructivist approach to learning and teaching in higher education</i></p>
<p>Esztelecki Péter – Kőrösi Gábor</p> <p><i>Big Data állományok kezelése</i></p>	<p>12.45 – 13.00</p>	<p>Péter Esztelecki – Gábor Kőrösi</p> <p><i>Handling Big Data Files</i></p>

<p>Magonyné Varga Emőke</p> <p><i>Ez nem mesekönyv, hanem tablet. Az interaktív könyv kommunikációs modellje és szerepének reflektáltsága a felsőoktatásban</i></p>	<p>13.00 – 13.15</p>	<p>Emőke Magonyné Varga</p> <p><i>It's not a storybook, it's a tablet. The communication model and reflection of the role of interactive book in higher education</i></p>
<p><b>EBÉD</b></p>	<p>13.30</p>	<p><b>RUČAK</b></p>

# Abstracts



**11<sup>th</sup> International Scientific Conference**

**BÁLINT, Ágnes**

## **WHAT IS COMMON IN TEACHING (FOREIGN) LANGUAGE TO CHIMPS AND TO CHILDREN?**

The most successful way of language learning is language acquisition, so foreign language teaching should be modelled on language acquisition as much as possible. Instead, we tend to teach FL to children as animal language researchers did in the 60s and 70s to chimps. Animals were provided an overly restricted and oversimplified language input and were got to learn in an explicit way, which resulted in poor language learning outcome. In my presentation, I argue that we should rely on unintentionally ongoing implicit learning to a greater extent, providing an environment rich in complex, authentic language stimuli. For this, in the light of the newest research findings, we should supervise what we had so far thought about the nature of language, the aim of FL teaching and effective learning.

*Keywords: language teaching, language acquisition, language learning, animal language, implicit learning*

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**BARCSI, Tamás**

## **MORAL PHILOSOPHY - ART - EDUCATION**

In our paper we discuss the moral philosophical problems of human biotechnology, like the reproductional purpose cloning in movies and literature. Because of our perspective in this case – we can see the moral issues, potential cultural impacts and dangers of human biotechnology – it's easier to know a wider range of this topic, and helps to find a method to teach bioethics in through literature and moving images which can be easier for the new generations.

*Keywords: bioethics, moral philosophy, movies, literature, education*

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**BÉCSI, Zsófia**

## **THE WAY FROM THEORY TO PRACTICE - JOHN DEWEY'S PHILOSOPHY OF EDUCATION**

In my lecture I would like to focus on the differences of theory and practice that appears on the field of teaching methodology. John Dewey's works could be a sample for us how to concentrate on students' needs instead of subject requirements. Hopefully the philosophy of education will give us the answer for successful teaching.

*Keywords: philosophy of education, heterogeneous society, expectations, autonomy*



**BENČIČ, Stanislav**

## **PLURILINGUALISM IN PRESCHOOL EDUCATION IN EUROPE**

The paper deals with common aspects of plurilingualism in theory and practice in European territory. It describes circumstances and conditions in Europe as well as possibilities, potentials and consequences related to early foreign language learning. The author writes about children's abilities of a foreign language perception, the parent's attitudes as well as teachers' and managers' role in the processes of introduction foreign language within pre-school educational institutions.

*Keywords: plurilingualism, human brain, pre-school education*

**BERBIĆ KOLAR, Emina – GLIGORIĆ, Igor Marko – ZEČEVIĆ, Marta**

## **DYSLEXIA AND DYSGRAPHIA IN YOUNGER SCHOOL AGE**

The paper deals with reflections about theory and practice in the context of dyslexia and dysgraphia in children of younger school age. The starting point is recognizing and defining language difficulties of people with dyslexia and dysgraphia and different individual procedures in facilitating the reception of written information and making own texts are examined. Besides that, the scientifically confirmed fact about the differences between the number of students who have dyslexia and (or) dysgraphia and the students in whose language production dyslexia and dysgraphia elements or both can be recognized are considered. Considering above-mentioned, the status, consequences, and justification of certain procedures/tendencies in the individualization of approach to students with dyslexia and (or) dysgraphia are discussed.

*Keywords: younger school age, dyslexia, dysgraphia*

**BLATT, Péterné**

## **THE CONNECTION NET OF SPORTING PUPILS**

It is known that you can improve the pupils' personality by the sport and it also has an effect on their socialization. The PE lessons are special public places of education. Can this medium give some surplus to these social connections and if the answer is yes, is it influenced by the teen -age changes of the social relations? The accomodation to other people is an everyday occurrence of sporting pupils. In my opinion having this kind of flavour of personality these pupils can have a wider connection net. In my essay I wanted to give answer to that question that are the social relations of sporting students more extensive and intensive than those pupils' who don't do any sports?

*Keywords: Physical education, sportsmen, socialization, social connections, teen-age*

**DURIĆ, Tanja – GLIGORIĆ, Igor Marko**

## **STUDENT SENSITIVITY TO THE ELASTICITY OF THE LEXICAL NORM**

In the paper the authors want to research to what extent students who take a Teacher training in Slavonski Brod are sensitive to the lexical norm: what they consider to be normative and what they consider as a deviation from the standard lexical norm of Croatian language. For the purpose of the paper, a questionnaire is created which examines which lexemes and lexical collocations are considered as normatively acceptable or not acceptable among students. Besides defining a specific lexical unit as (non)standard, the respondents are examined about the criteria of defining the lexical units as normative. The questionnaire is created according to the lexical units in The Great Dictionary of Croatian Standard Language (2015). Considering the role of a teacher as a language model in the classroom, the teacher's awareness about the lexical norm is seen as a very important factor.

*Keywords: Teacher training, Croatian standard language, lexical norm*

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**ERDŐ-SCHAFFER, Rita**

## **“SING” (MINDENKI) – THE MUSICAL RESONANCE OF AN OSCAR WINNING SHORT FILM**

In 2017 at 89th Academy Awards Oscar ceremony, “Sing” directed by K. Deák received the first prize in the Live Action Short Film category.

Since the film has raised a considerable number of psychology and profession related questions, it might be the reason why the film ended up causing a stir in the music teaching community. In my study I was researching how deeply the processes of today's conducting and music teaching in general (including music instrumental education) are permeated by Kodály's spirit. Which is more important nowadays as regards choral singing and musical education: participation or winning?

In my research I am analysing 25 young/starting music teachers' views and principles. I also compare these given answers to the thoughts of choir directors with many years of experience. In my presentation I share the summary of the results, some curiosities revealed during the analysis, the similarities and differences between the thoughts of the two groups with the audience.

*Keywords: music education, starting music teacher, experienced choir director, conducting a choir, views*

## **CHALLENGES OF PUBLIC ADMINISTRATION IN THE MODERN STATE. PERSPECTIVES FOR HUNGARY**

The state will only be able to serve the common good if it is based on moral values and constitutional principles accepted by the large segments of society. The existence of the rule of law therefore is not limited to setting up and maintaining a legal system, but it also incorporates certain basic values, fundamentals and general principles.

In 2010 the Government in Hungary set the goal to reorganise the Hungarian state and to create a Good State which is willing to reform the previous structure.

The paper examines the central features of the paradigm shift in public administration, the structural changes affecting state administration and the most important changes influencing the operation and internal procedures of central state administration, manifested in public-policy reform programmes.

*Keywords: rule of law, state, Good Government, public administration, public policy*

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**FEKETE, Zsófia**

## **NEURO-MUSIC THERAPY**

“Medicine helps our body to cure us, art helps us want to be cured,” says Anthony Storr in his book *Music and the Mind* (Storr, 1992). These words are especially important after a serious trauma, accident, brain damage or stroke that often make patients face the loss of some of their capacities and live a disabled life. Neurorehabilitation can offer a relearning process in these cases. Still, the motivation of the patient is crucial in the process, where music can offer a symbolic key to the solution: it can stimulate and build new neural and motivational ways to reactivate the dysfunction. Therefore, it is important to approach the patient not from the point of view of the loss but from that of his remaining capacities, connections and social background. This attitude is similar to the educational setting. Teachers can measure the lack of knowledge among the students, but it is more important to focus on the knowledge of the pupils.

In modern neurorehabilitation teams music therapy has an increasing importance. The so-called neuro-music therapy does not merely target psychotherapeutic objectives but it also utilizes the musical function with the aim of reaching musical goals and creating non-musical transfer effects too (Thaut, McIntosh, & Hoemberg, 2015).

Listening to music, making music, improvising and singing are all complex neurological activities that stimulate several brain centers (Thaut H. M., 2010). This complex neurological network activated by music can be stimulative and can also give a new perspective to neuro-education, neuro-music education, while being a successful means to meet therapeutic goals. Neuro-music therapy can be used in several cases, such as after stroke (Rodriguez-Fornells, et al., 2012), traumatic brain injury (Särkämö & Soto, 2012), Parkinson’s disease

(Hackney & Earhart, 2010), coma, aphasia, Huntington's disease, cerebral palsy, Alzheimer's disease, autism and other neurological damage.

These diseases can be separated into mainly three dysfunctions: motoric, communicational and cognitive.

*Keywords: Music therapy, music education, neuropsychology, brain imaging*

**FURCSA, Laura**

## **THE CHALLENGES AND POSSIBILITIES OF PEER ASSESSMENT IN TERMS OF REFLEXIVITY**

This presentation focuses on the innovative assessment methods of modern education, and sums up the practicalities of the introduction of peer assessment. The study comprises the experience of teacher students whose task was to assess their groupmate's reflective essay in a peer assessment during 3 semesters. The task was realised in Moodle using the application Workshop as an ICT framework, in this application, students had to read the essays of two groupmates and evaluate them based on given criteria. The participants were asked to fill in a questionnaire on their experience regarding this form of assessment. Peer assessment is a great possibility to improve students' reflexivity. They have dual roles: being once the assessor and later the assessed makes it possible to achieve more conscious results. Their critical thinking develops through analysing their groupmate's work and giving and receiving feedbacks. Their responsibility towards the task and their motivation also increases.

*Keywords: peer assessment, moodle, reflexivity*

**GÁBRITY MOLNÁR, Irén**

## **THE ASPECTS OF MEASURING THE UTILIZATION OF HIGHER EDUCATION**

As we face the internationalization of education, it is worth reviewing the European experiences of multicultural and multilingual education as an indicator of the usefulness of training. At the same time, acquiring pragmatic knowledge is the primary chance of finding a job. Empirical research has shown that creativity, communication skills and dynamic work are the most important expectations of employers. As a concrete regional analysis research, it is worth examining the chances of higher education utilization among Hungarians in Vojvodina.

*Keywords: utilization of education, practicality, employers' needs*

**GOLYÁN, Szilvia**

## **HOSPITAL EDUCATION IN HUNGARY - IN AND OVER THE COMPULSORY EDUCATION SYSTEM -**

In the research there was a systematic and multi-faceted analysis of the history of the hospital education in Hungary. I made an attempt to process all the Hungarian scientific literature regarding this issue. The chronological continuity was articulated by the moments that had content and/or legislative attempts. By using the content analysis method and with the process of the Hungarian research results regarding the hospital education, I tried to gather all the issues in a 'bouquet'.

It can be concluded that the professionals recognized differently that the quality of the hospital education is a critical factor which depends on the adequate funding, the practical application of the educational research, the quality guarantees and the continuous, ongoing training of teachers.

*Keywords: content analysis, history, hospital education, Hungary, quality*

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**HAVADI-NAGY, Marian**

## **GRAMMATICALITY JUDGEMENTS ON DIVERSE LINGUISTIC LEVELS – A MORPHOLOGICAL APPROACH**

Mental grammar constitutes knowledge of rules of the mother tongue, which is formed through social interactions in the scope of first language acquisition and is realised in the form of implicit grammatical knowledge. The research addresses grammatical dissonance among people with specific linguistic disorders in the scope of the perception and correction of ill-formed sentences in two age groups. The study focalises the morphological level from among all linguistic levels as this grammatical level is especially characteristic of the agglutinative language of Hungarian. The experiment described in the paper expects language users to make a binary decision based on some grammatical input, and then corrective linguistic performance is measured in the form of grammatical output. The morphological analysis is the focus: correct and incorrect suffix formation of verbs and nouns.

*Keywords: grammaticality judgements, morphological level, ill-formed sentences, verbs, nouns*

**HEGEDÜS, András**

## **DEATH AND CHILDREN – PROCESSING AN “EMPIRIC TABOO”**

In my research I examined the relationship between children and death in today's society.

Probably the most important difference between humans and animals is that people know they will die once. This „awareness of death” is distinct in different ages.

The children and teenagers rarely encounter with the death. The middle-aged people have more interactions with it, because their ascendants are aged ones, and they are more likely to die. The management of official affairs, like the funeral or testament, are their responsibility and the mourning is their liability too. The old age is the last stage of human life, the preparing for death – leastwise it was so in archaic cultures. But nowadays the society try avoid the thought of death. However, ignorance does not eliminate the problem, that every person is mortal.

This contradiction can lead to frustration which can cause serious problems later.

*Keywords: child, death, awareness of death, empiric taboo*

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**HERCEG, Milica – OPIĆ, Siniša**

## **PEER BULLING IN SCHOOL**

The aim of this research is to explore frequency of experienced and committed violent behavior of students in village schools and the age difference in manifest. The research was conducted on a sample of 113 respondents – 4th graders (56 students) and 8th graders(57 students) from three village schools of Bjelovar – bilogora county, Croatia. Questioner of school violence is used for this research and variables which applies on experienced and committed violent behavior. From descriptive values it can be concluded that prevalence of experienced and committed violent behavior of students in elementary schools is very low. Within the differential plan with independent t test, it's confirmed that there are age differences in frequency in experienced and committed violent behavior. The results show that 4th graders have less experienced or committed some forms of violent behavior that the 8th graders. Although the violent behavior is rising, the results of this research made on village schools don't show any bigger issue. It is probably that the smaller ambience has that protective factor, but further researches are needed to prevent violent behavior.

*Keywords: peerbullying, school, aggressor, victim, observers*

**HERCZ, Mária**

## **TEACHING AND LEARNING OF ASSESSMENT FOR LEARNING IN TEACHER TRAINING**

The role and effect of personal experiences of school life and observation for teacher thinking is well-known: such as students are taught, the student teachers and teachers will teach. Despite this result of researches is true, in the most of teacher training courses students are taught and evaluated on traditional way. Pedagogical assessment methodology in the late 25 years changed a lot in higher education in the world. Formative assessment is in the focus, assessment for learning and assessment as learning are used increasingly. Students can demonstrate their learned skills and competences on many formative way. In my paper, I present how could I teach the modern way of assessment of classroom in a teacher training course (2015–2017) using learning by doing strategy and non-traditional assessment methods. Mixed research methods were used. Results of 95 students' products, and 52 answers show us positive effects.

*Keywords: pedagogical assessment; active learning; higher education*

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**HOLIK, Ildikó**

## **ACHIEVEMENT MOTIVATION OF ENGINEERING STUDENTS**

In our study, the achievement motivation of engineering students were surveyed. The data was collected from 188 first-year students via a set of questionnaires in September 2016 before starting the first semester. Achievement motivation was measured by 12 items derived from Spence and Helmreich's three-factor model.

The outcome of the study supported our hypothesis. Regarding achievement motivation the dominance of work orientation was detected at engineering informatics students, namely that they are motivated by obtaining a sense of satisfaction from work and pursuing self-realization and growth. Competition seemed to be a less important motivating factor, meaning that hope for victory and the desire to win do not characterize these students.

*Keywords: competencies, achievement motivation, engineering students*

**ISPÁNOVICS CSAPÓ, Julianna**

## **RECEPTION HISTORY OF HUNGARIAN LANGUAGE AND LITERATURE TEACHING IN VOJVODINA AT THE SEVENTIES OF THE XX CENTURIES**

One of the chapters of the Hungarian bibliography in Vojvodina is the exploration and processing the sources of information about the Hungarian language and literature teaching. The reception abovementioned area of Hungarian history of teaching is systematically trackable in the volumes of the bibliography of Hungarian language and literature teaching in Jugoslavia/Serbia. Analysis of the bibliographical corpus available in the daily and weekly newspapers, magazines, yearbooks and conference proceedings can reveal history of teaching abovementioned areas, can answer a question what kind of methodological trends and results are typical at the seventies of the XX centuries. The study by analysis and synthesis explore the reception history.

*Keywords: Hungarian language and literature, teaching, Vojvodina, reception history, bibliography, the seventies of the XX centuries*

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**IVANOVIĆ, Josip – NAĐ-OLAJOŠ, Aleksandar**

## **PLURALISM OF THEORETICAL CONCEPTS IN ACCORDANCE WITH CONTEMPORARY TEACHING**

In schools of modern democratic society, school pluralism is being developed which is observed in the concept of organizing classes according to various pedagogical concepts. In this article, we remind ourselves of alternative pedagogical models and warn of the difficulties that accompany the democratization of schooling. Alternative schools developed in the 60s of the 20th century as a movement of reform pedagogy, called progressive education, and the directions and models of schools emerged from the need to overcome the disadvantages of the previous teaching. Starting with pedagogues from different theoretical points of view, they offered their pedagogical ideas to improve the educational process. Many of the transformations have been held to date or fighting the standardization policy over time evolved as models of alternative schools. The paper also examines the impact of the existence of alternative schools at state schools.

*Keywords: school pluralism, alternative schools, contemporary teaching, teaching organization, pedagogical concept*



**KISNÉ BERNHARDT, Renáta – NAGY, Annamária**

## **COMPARATIVE STUDY ON THE CONCEPT OF KINDERGARTEN - SCHOOL HARMONIOUS TRANSITION**

In case of a harmonious personality development children, due to the combined effect of physical, mental and social maturity, are mature enough to start school at the age of six or seven. A demand has been raised for imposing programs which aim to make the transition between the kindergarten and the elementary school. We are studying the practice of two countries, since in Vojvodina according to the law (2010) children take part in a pre-school program, while in Hungary the holistic improvement is supported by methodology. Qualitative methods are applied, interview and metaphor research are used (N= 20 nursery school teachers) to present how the forementioned program achieves the aims, how it makes the nursery school-school transition easier and how it provides children with holistic improvement for this age group. Regarding to results gently transition is ensured by the teachers' competence and the objective, organizational aspect seems to be less dominant.

*Keywords: kindergarten-elementary school transition, harmonious transition, holistic improvement, comparative pedagogy*

**KISNÉ BERNHARDT, Renáta – KRIEGEL, Zsófia**

## **ME, AS A TEACHER – REVEALING THE MOTIF SYSTEM OF TEACHER STUDENTS'S REFLECTIONS ON THE CONCEPT OF „TEACHER”**

Pedagogical competence is an adequate and priority issue of educational science, but is also a determining factor in the successful teaching-learning process (Korthagen, 1988; Falus, 2001). In the empirical research qualitative metaphor research and drawing analysis are used on the sample of teacher students, EKE Jászberény Campus (n=45). According to the research procedure the concept of 'lower primary school teacher' is created by the conceptual domains, then personal and professional competency indicators are analysed.

Our research emphasises the importance of teacher students' conceptions and attitudes on the teacher's role, pedagogical concepts and reflections. The motif of knowledge transformation is revealed regarding to the results of the metaphor research, while the motif of personal competence can be perceived due to the teacher students' drawings.

*Keywords: kindergarten-elementary school transition, harmonious transition, holistic improvement, comparative pedagogy*

## **CREATIVITY AS A KEY FACTOR FOR QUALITY REALISATION OF MUSIC EDUCATION IN LOWER GRADES OF ELEMENTARY SCHOOL**

Music education in lower grades of elementary school in Croatia is realised through singing, playing and listening to music, and through the elements of music creativity. The importance of every art education derives from its nature; so accordingly, the methodology of music education derives from characteristic features of music that are determined by music production, reproduction and reception. They are mutually connected by creativity, as a basic activity in art. Music creativity in music education in lower grades should be realised through singing, playing and listening to music, and not merely as one of the special areas in music. This paper discusses the issue of vaguely determined concept of elements of music creativity as a separate teaching area, and it emphasises the imminence of music creativity for quality realisation of music education and all its goals.

*Keywords: music creativity, music education, creativity, creative learning*

## **WHAT CAN WE CHANGE IF THE FLOWERS ARE NOT ABLE TO FLOURISH? – POSITIVE PSYCHOLOGY IN EDUCATION**

What can we change if the flowers are not able to flourish? – positive psychology in education.

According to Lannert (2004) consumption based on society the education has several problems. In order to stop this negative trend, we need radical changes (Csapó, 2009).

The first part of this study contains a vision about the ideal conditions that makes this “flourishing” an available process for everyone.

The second part of the work (based on desk research method) includes research data and results of positive pedagogy (build on Positive Education – Seligman 2009, Norrish 2015) that demonstrate the legitimacy of the mentioned example (according to Gretchen 2015, Weinfurter 2014, Hamilton 2016). The main concept of this is to establish students’ social and emotional wellbeing and to make a happier, more effective and successful educational system more widely available. In that way flourishing will not only be a dream.

*Keywords: flow, effective and successful educational system, positive pedagogy, positive psychology, positive education*

**MANDARIĆ, Sanja**

## **RELEVANCE OF THE DANCE BASED CONTENT IN CONTEMPORARY TEACHING**

The dance content as an aspect of human activity relating to music represents an art of the highest value establishing itself firmly in culture, art or science, however, not in the school system. This paper argues that dance enables an aesthetic expression of certain reflexions, emotions, experiences as well as of imagination through movement and represents, therefore, an academic content which can respond to the challenges of contemporary teaching. A special focus is given to the modes of applying of the dance content within the forming of a versatile personality as well as in realising tasks of intellectual, moral, aesthetic and physical education. Because of the close association between music and dance, the paper emphasises the importance of the means of musical expression such as rhythm, tempo, dynamics, melody and harmony. Consecutively, the paper continues exploring the importance of the dance content in the development of emotions, creative intuition, personal creativity, dynamism and harmony of movement. The closing arguments put in perspective the dance contents as an ideal physical activity to achieve goals and tasks set before physical education. It is remarked that there exists a necessity for greater presence of dance contents in the physical education teaching to enable a better, a higher quality and a more versatile development of the present-day Net Generation pupils.

*Keywords: teaching process, physical education, dances, pupils*

**MATIJEVIĆ, Milan**

## **TOWARDS DIDACTIC TEACHING METHOD FOR THE NET GENERATION**

The current learning environment and communication media are fundamentally different from when the aforementioned class-subject-hour didactic system was established (in the middle of the 17th century). In recent centuries, serious criticism has been aimed at this didactic system by a large number of authors (Pestalozzi, Rousseau, Tolstoy, Dewey, Montessori, Steiner, Freinet, Petersen, Bruner, Hentig, Glasser, Gardner). These critics of the class-subject-lesson system have suggested (and still suggest) improvements or more radical changes in the organisation of teaching and learning in primary and secondary education. This author considers that didactic theories established in the 20th century require radical didactic changes in classrooms and in other places where learning is organised. Special regard is given to the representation and analysis of curriculum theories, constructivist theories, and the theory of multiple intelligences. The findings of educational neuroscience are also taken into account, as are the opportunities for didactical change related to these findings.

The results of the author's latest research show that the current generation of teenagers willingly participate in didactic scenarios where they are asked to engage in different activities other than just sitting, listening and watching. They also readily

participate in didactic scenarios organised outside the classic classrooms arranged for lecture-based teaching.

The author believes that it is now more appropriate to think of didactics as a theory of teaching and lifelong learning. This sort of didactics should be concerned not only with the principles of education and teaching at school, but also with the period when students are not participating in school activities. The key ideas are summarised in several didactic axioms: it is impossible not to learn; every experience in life or at school is an opportunity to learn; the classroom is not the only place where interesting teaching and learning activities of high didactic quality can be organised; there is no student who does not like to learn; students do not like to be forced to participate in didactic scenarios where they are not active; school grades are not the only way to encourage students to study; students expect frequent changes in the teaching media, in the learning location, and in strategies.

*Keywords: didactics, class-subject system, didactic theories, didactic axioms, learning theories*

**MAYER, Lana – ŽIVKOVIĆ ZEBEC, Vedrana**

## **GRAPHIC NOVEL AS AN INCENTIVE TO READING IN A TIME OF GROWING UP IN A MULTIMEDIAL SURROUNDING - DIARY OF A WIMPY KID BY JEFF KINNEY**

In today's world surrounded by contemporary media, high speed internet and a rapid exchange of information the question arises what place can books and reading take? Are there ways to win the time of the young readers? The paper will explore the possibilities that literature seeks out trying to face the challenges of the modern technologized world when it comes to attracting the young audience. In that context an analysis of the graphic novel by Jeff Kinney, beginning with the Diary of a Wimpy Kid, will be provided. We will look into the genre of the graphic novel and its educational aspects. The chosen example will be analyzed to show what factors attract children and adolescents as implicit readers.

*Keywords: graphic novel, encouraging reading, Diary of a Wimpy Kid, Jeff Kinney, competitiveness of books*

**MEGGYESNÉ HOSSZU, Tímea**

## **EUROPEAN SITUATION OF THE MILD INTELLECTUAL DISABLED STUDENTS' FOREIGN LANGUAGE TEACHING**

FL teaching of pupils with special educational needs is a less elaborated area of language teaching, that is why it needs more attention from educational systems, researchers, teacher training and teachers. FL teaching in European countries has become a priority for all learners in line with EU standards. There are few researches

reporting on the FL teaching situation, its difficulties and methods in the mild intellectual disabled subgroup of SEN pupils. The reason for the small number of researches is that the examination of this area requires versatile theoretical preparation and the integration of the knowledge of different disciplines (language pedagogy, special education, special pedagogical psychology, cognitive sciences, etc.). The purpose of the study is to present the position of FL teaching of pupils with mild intellectual disabilities in European countries elaborating the available literary resources.

*Keywords: special educational needs, mild intellectual disability, foreign language teaching, foreign language teaching position, literary resources*

**NÉMETH, Ferenc**

## **A „LITERARY” GENRE DURING THE GOLDEN AGE OF CIVILIAN CUSTOM CULTURE: THE FAMILY CHRONICLES**

### **BASED ON FERENC TÖRÖK: MY FAMILY’S CHRONICLES**

Besides the traditional journals and memorybooks, the favored literary genre of the late 19th and early 20th century were the family chronicles. The best example for this is the recently uncovered family chronicle of renowned Nagybecskerek civic schoolteacher Ferenc Török (1862–1915), which he kept, starting from 1902 until 1907. The work is of classical structure and presents a rich depth analysis of the family chronicles.

*Keywords: civilian custom culture, Nagybecskerek, family chronicles, Török Ferenc*

**PUSZTAFALVI, Henriette**

## **THE PLACE OF HEALTH EDUCATION IN PUBLIC EDUCATION**

Health education became a new invention of the 19th century for public education for a responsible and healthy life for the future generation. In the 20th century, health education has changed in education in line with changing circumstances. The information explosion of the 21st century and the spread of the Internet has made the knowledge of the information uncontrollable. The new source was the internet that we did not teach correctly. You do not have to wonder why the risk behavior of young people has increased. Instead of banning, we must teach critical information, but we cannot ignore the health educator either. The key competences of teachers include students' personality development, but their knowledge of how to handle risk management is inadequate.

*Keywords: Health education, teacher training, key competences*

**PERIĆ PRKOSOVAČKI, Bojana**

## **YOUTH DEVELOPMENT APPROACH AS A POSTULATION OF THE INTERACTIVE TEACHING**

The essence of youth developmental approach is a holistic understanding of their development within the context in which they are located and their acceptance as the enormous potential of society. Development approach is characterized by long-term solutions, identifying needs and developing programs in order to help young people to develop their full potential.

On the other hand, the interactive teaching starting point is also the interest of the students and all learning is associated with prior knowledge and personal experience of the individual. It is estimated student satisfaction the activities undertaken, motivation and interest in work and, finally, individual progress is compared to its initial state. The student is treated as a complete person, not just as a student.

In this article, we will try to put youth developmental approach into function of the interactive teaching and to clarify some of the characteristics of youth work.

*Keywords: youth work, youth developmental approach, interactive teaching*

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**ROMODA, Renáta**

## **20<sup>TH</sup> CENTURY VOJVODINIAN HUNGARIAN LITERATURE IN THE CLASSROOM**

Following the border changes after World War I, the now minority literatures were forced to go through some serious changes. It was no different for the Hungarian literature in Vojvodina. The following decades proved to be an important phase, bringing an era of independence for our local literature. Just as human life advances through time (a child slowly becoming an adult), advanced the Vojvodinian Hungarian literature of the 20's. Sudden changes, big traumas can have a profound effect on human life, much like the border changes and becoming a minority in their new country did for the Vojvodinian Hungarian community and literature. In the early years, our newly born literature was characterised by denial and a lack of acceptance. In time, thanks to the impacts of its environment, it became self-aware: mature enough to start to define itself, set some goals and start influencing the environment which had been fostering it.

*Keywords: vojvodinian literature, independence, disengagement, border change*

**SANDA, István Dániel**

## **GLOSSES ON THE 18-19<sup>TH</sup> CENTURY EDUCATION IN VOJVODINA**

In my paper, I analyse the 18-19th century public education of one of Hungary's historical regions, Vojvodina, the education of which has been little explored until now, despite the fact that it has many unique features. Putting it into a context of social history, I will present the historical background to the founding of the first Serbian grammar school in Karlovci, its becoming a main grammar school and its cultural network system, which continues to extend its influence to this day.

*Keywords: development of secondary education, first grammar school, history of education*

**SAMU, János**

## **(TEXT)MAPPING EXISTENTIAL TERRITORIES**

The study is intended to be a theoretical, experimental supplement to the way we understand the role of reading and interpreting texts in education. The fundamental question regarding the nature of the text in literary theory and language philosophy leading to different answers in different paradigms even though being vastly general, shouldn't be omitted from educational methodology. The answer to the question what is textuality, how does the text exist is implicitly answered in any operation of interpretation and it is thus of crucial importance for the educational functionalization.

The paper attempts to understand textual operations of interpretation as agents of mapping Existential Territories (as given in the concept of Félix Guattari), and as such having extreme importance in the constitution of subjectivity.

*Keywords: Existential Territories, mapping, constitution of the subject*

SÜTŐ, Éva

## **LEARN, FIGHT OR RUN!**

The students' motivation in their vocational training in vocational secondary schools or vocational schools is laying on a low level, although there is not learning without motivation. These students do not like learning, ergo they do not even learn. This process leads to conflicts and school failure. The school atmosphere influences their physical and psychical health as well as study results. The high degree of school absenteeism caused by diseases or truancy largely redounds to the lack of success at school.

In my presentation, I will discuss the coping strategies of students in the 9th and 10th school year according to genders, the effects of their coping techniques on the study results as well as the health effects of the relationship between students and teachers.

*Keywords: motivation, vocational school, coping strategies, school atmosphere*

SZABÓNÉ PONGRÁCZ, Petra

## **„IT'S THE PRESENT THAT ALWAYS HAS TO BE SHAPED SO THAT WE SHOULD HAVE A FUTURE THAT WE IMAGINE FOR US ..." VALUE ORIENTATION OF SPECIAL EDUCATION STUDENTS IN THE MIRROR OF FUTURE PLANS**

The special education profession has been struggling with shortage of specialists for years. This occurs with varying level of intensity in different professional fields. For this reason, the training institutions of special education teachers have got into the focus of attention. There are currently four (from September five) higher education institutions where special education teachers are trained in Hungary, which raises a few questions. On the one hand, would the expansion of the admission quotas actually provide a solution for the problem? On the other hand, would the students really like to be employed in their profession? Apart from obtaining a degree, what other future goals do they have? To find the answer for these questions, the content analysis of the compositions of special education students has been applied as a research method. Understanding their goals and motivations may contribute to the success of increasing the efficiency of the action programs planned to be developed for problem solving.

*Keywords: special education, future plans, values*



**SZASZKÓ, Rita**

## **THE ROLE OF INDIRECT INTERCULTURAL CONTACTS IN FOREIGN LANGUAGE LEARNING PROCESSES**

The goal of the present qualitative study is to explore adult students' beliefs about the effects of indirect, out-of-class intercultural contacts on their foreign language learning processes. The preliminary results show that indirect intercultural encounters can have a positive effect on language learning motivation and they can enhance students' positive attitudes towards the speakers of the target language. Furthermore, the participants perceive that they can improve their linguistic and intercultural competences, too. The findings also reveal that most dominant form of interpersonal indirect contact is the use of social networks, online forums and websites. The ways of how the beneficial effects of EFL learners' out-of-class intercultural contacts can be integrated into in-class foreign language education is also focused on this study.

*Keywords: EFL, indirect intercultural contact, linguistic competence, intercultural competence, attitude*

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**TÓTH, János**

## **DEMOGRAPHIC WINTER AND ITS PEDAGOGICAL IMPLICATIONS**

Low fertility rates currently represent a very serious problem across Europe (1.6 children/woman) and East Asia (1.6 children/woman). "In the great majority of the EU's 28 member countries, fertility is far below the level that would be necessary for the reproduction of the population over time. If it were maintained in the coming decades at such a low level, population size in the affected countries would be cut by more than half in the short span of two generations – roughly 60 years" (Pál Demény 2016). The phrase "demographic winter" refers to what happens when human populations become unbalanced as the result of too few children being born and the elderly living longer. The only possible solution to this crisis is the radical increase in the number of births and in fertility rates. Young people are not only affected by the "demographic winter", but are also able to solve it. What I suggest in my paper is that the issues related to "demographic winter" and to the higher willingness to have children (a minimum of 3) should be integrated into the National Curriculum. The educational material would be divided into several components to be distributed across the following disciplines and subjects: reproduction (biology), sustainability (biology-environment protection), family, nation (literature and history), responsibility (ethics). Childbearing is not only a moral issue, but an economic one as well. Young people can be expected to strive to have at least 3 children only if society compensates them for the costs of childbearing and childrearing. This, in turn, requires the transformation of the society's vested economic interests, but the discussion of such transformations is beyond the scope of the present paper.

*Keywords: population decline, fertility rate, National Curriculum*

**TÓTH GLEMBÁ, Klára**

## **LANGUAGE IDENTITY AND COMMUNICATION IN SOCIAL NETWORKS OF HUNGARIANS IN THE DIASPORA**

This study analyses the language identity and communication of Hungarians in Vojvodina based on the contents, messages and comments they post on the social network Facebook. The research is based on observation and is an attempt to provide answers to questions such as how is language identity of a minority community exercised, in which language persons belonging to a minority community communicate due to expansion of the majority nationality's language and how is the immigrants' language identity exercised.

*Keywords: language identity, communication, Hungarians in Vojvodina, social network, immigration*

**VÉR, Annamária**

## **LEARNING STRATEGIES AND STYLES WITH GRADE 10 STUDENTS**

In my work I aim to examine the grade 10 high school students' learning strategies and styles with the help of the Kozéki-Entwistle learning strategy and the modified Sztó learning style questionnaire. Before explaining the results of the examination, I will summarize the theories regarding the cognitive and learning styles, the results of the learning strategy, the style tests in Hungary, as well as the critical reflections about the learning styles. The primary purpose of my examination is to improve the self-recognition and the metacognition of certain students. In this procession I make a tool of the result of the test.

*Keywords: learning strategy learning style, cognitive style, self-recognition, metacognition*

**VIŠNJIĆ, Eva – ĐOKIĆ, Ildiko**

## **THE READING COMPREHENSION TEST WITH CLOZE-PROCEDURE FOR MEASURING THE READING SPEED IN A FOREIGN LANGUAGE**

Reading is a cognitive process because the reader employs his intellectual abilities to understand the message. The reading comprehension test (cloze-procedure with multiple-choice answers) mainly contains the verbal comprehension factor, and therefore it shows that thinking and reading are highly connected. The good reader is defined by two factors: the first is connected to cognitive abilities, especially induction,

while the second is tied to prior knowledge, particularly vocabulary. Cognitive abilities do not prove to be an important factor among the subjects with lower achievement. The relevant factors are verbal comprehension and educational components. Special attention should be paid to teaching, learning and understanding vocabulary and grammatical structures in the light of their high significance for reading comprehension. All this should be kept in mind when planning the tasks, strategies and exercises for reading comprehension.

*Key words: reading, reading speed, a reading comprehension test, a cloze procedure with multiple choice answers, vocabulary.*

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**VRŠALJKO, Slavica – UZELAC, Kristina**

## **MODERN FORMS OF INFORMAL COMMUNICATION AS A THREAT TO WRITTEN EXPRESSION IN**

Croatian language as a school subject is realized, among other components also through language expression, as well as through certain areas of language or language skills (listening, speaking, reading, writing). In the communication in the mother tongue there are different repertoires of language resources and rules, language norms and systems used by one speaking person when addressing another. Thus in early language communication (from 6 to 12), the child necessarily extends communication and non-maternal idiom, thus creating a multilingual environment and inevitably establishing different parallel language codes in the communicative process. However, in the further development children are exposed to different linguistic codes that negatively impact their written expression. This particularly applies to communication with mobile phones and on social internet networks (eg Facebook). Therefore, the messages written on the already mentioned social network will be analyzed, among the students from 5 to 8 grades, in order to assert the level of representation of all forms of non-standard expressions, so-called "-izmi": jargonisms, colloquialisms and dialectisms as parts of informal communication.

*Keywords: teaching subject, Croatian language, colloquialisms, jargonisms, vulgarisms, dialectisms, Facebook*

# Abstracts



**6<sup>th</sup> International Methodological Conference**

**BAKOTA, Lidija – MAJDENIĆ, Valentina**

## **COMPARATIVE ANALYSIS OF CROATIAN AND SERBIAN LANGUAGE AND LITERATURE TEXTBOOKS FROM THE PERSPECTIVE OF LITERARY ECOLOGY AND ZOOLINGUISTICS**

The so-called literary ecology explores the relationship between literature and the phenomenon of nature questioning the literature from an ecological aspect. In literature, there are also terms like green literature or literature of green culture. Although the books dealing with the national history of literature recorded numerous works belonging to literary animal science, animals were rarely the central point of systematic literary research. It seems interesting to explore the representation of child literary animalistics in native language textbooks. The zoo linguistic analysis will, in turn, analyze literary texts to show the linguistic possibilities through which a man exposes a collective experience of coexistence with animals to the benefit of the observed cultures. The research corpus for the comparative analysis of literary ecology will consist of the native language textbooks (Croatian and Serbian) intended for students of younger age.

*Keywords: literary ecology, literature of green culture, animal science, native language textbook*

**BENCÉNÉ FEKETE, Andrea**

## **RESEARCH-BASED LEARNING IN THE PRIMARY SCHOOL**

In the school curriculum verbal knowledge is still dominant, even though their acquisition does not require thinking and creativity from students, and usually even pedagogues do not like those students, who have unique problem-solving skills. However making knowledge sink in deep, passive education is not the best way; individual learning, experience and activities are much more efficient. Research-based learning prepares children from the age of 10 to stand their ground in a knowledge-based society, which requires individual processing and usage of information, the sensitivity towards problems and the knowledge of research methods. During my lecture the workshop of young researchers will be presented, where they learn the basic of the scientific research methods step by step, and how it changes the role of the teacher and the students during the independent discovery of science. Transdanubian Almond Tree is the competition of young Researchers at the age of 10-19, where the students present their first presentation, and make their first scientific publication.

*Keywords: Research-based learning, primary school, experiences*

**BERTÓK, Rózsa**

**HOMOLUDENS  
PLAYING GAMES AGAINST THE ZOMBIE-APOCALYPSE**

We strive to eliminate the disadvantages of the 21st century by teaching methods, from primary school to university. We try to prevent the zombie-apocalypse with playing games and using experience-centered teaching. We will see how could it make a balance to the world, we are living in, full of mobile-phones, internet and machines.

*Keywords: activity, giving experience, role games, reflectivity, community*

**BERZE, Gizella**

**PARENTS' AND TEACHERS' VIEWS ON THE DISTINCT ROLE  
OF MATHEMATICS AS A SCHOOL SUBJECT**

The research was conducted in the MTA-ELTE Complex Mathematics Education Research Group lead by Ödön Vancsó, under the supervision of Csaba Csíkos

In this research we aimed to investigate the mathematical views of parents and teachers of 6-10 year old children. Both groups may have enormous impact on students' mathematical achievements, attitudes, and future well-being. Data collection was done in (region Vojvodina). Elementary school teachers (N = 74) and parents (N = 955) filled in two analogous questionnaires concerning different aspects of learning mathematics. We hypothesize that mathematics as a school subject has a distinct role in the attitudes of teachers and parents, and they will judge mathematics as a subject that is important for future well-being and. The results indicate that both in parents' and teachers' views Mathematics as a school subject has a distinct role in the system of school subjects. Differences between the two language-groups have been revealed in judging the pragmatic role of mathematics in several fields of future well-being. The results can contribute to the understanding of the views of parents and teachers about mathematics as a school subject. By raising awareness of these views we can expect more positive attitudes and better results in mathematics.

*Keywords: mathematics, parents, teachers, attitudes, well- being*

**BORIĆ, Edita**

## **STUDENTS OPINIONS ABOUT THE IMPACT OF THE APPLICATION OF ICT IN TEACHING CULTURAL HERITAGE AND ITS IMPACT ON THE LIVES OF YOUNG PEOPLE**

There is a need for alternative approaches to improve the interaction of children with cultural heritage and life in the community. ICT offers useful tools that require learning new skills and understanding. Teachers are the key in strengthening and acceptance of the new digital environment in schools. The European Union needs well trained teachers who can incorporate ICT in education. The aim of this study was to investigate are students able to apply basic knowledge of ICT to the creative methodical design of their own teaching. The study used the questionnaire about opinions, attitudes and motivation of students about the importance of teaching cultural heritage using ICT. We collected data from students of the Faculty in Osijek. The purpose of the research was to encourage students of primary education for the application of ICT in the cultural heritage teaching. The results of the study indicate there is a need for modernization of the existing teaching study programs.

*Keywords: education, ICT, cultural heritage, students of primary education, interdisciplinary*

**BORSOS, Éva**

## **THE EFFECTIVENESS OF THE CRITERIA TESTS IN BIOLOGY TEACHING IN ELEMENTARY SCHOOLS**

Since 2014 pupils have to write so called criteria test from every subject in the beginning of the school year in Serbia. This educational ministerial decree was created to make better the level of the education.

The results show pupils' knowledge, they achieved in previous school year. Tests are made according to three levels (elementary level, medial level, advanced level) of the standards so they punctually reflect pupils' knowledge level. Teachers create the year plan according to these results.

In the case of biology it is hard to catch up the lacking knowledge because every school year process another group of living organisms.

The study presents the results of the criteria test of two 6th classes written from teaching units of the 5th class.

*Keywords: criteria test, biology, education*

## THE POWER OF TEACHER LEADERS: THE ROLE AND IMPACT ON TEACHING

A teacher is one of the key elements of school, while the effective teaching is an important supportive factor of school development. The question what is it today that makes an effective teacher, and what are the challenges for today's teachers in their daily efforts to improve teaching practice. The quality of teaching today depends largely on the leadership skills of teachers. This paper explains who teacher-leaders are, what roles they have and how they present solutions to the challenges of modern teaching. Particularly noteworthy is the provision of continuity of good teaching and learning, behavior management and care for students, strategic management of resources and the environment, participation in the construction of schools as learning communities, developing partnerships with parents as well as extensive support for learning and creating new opportunities for learning. Teacher leader has the power to motivate students and other people, the strength to negotiate, to take action, to build teams and alliances in education, the power to inspire and empower. The paper will describe specific examples of such leadership skills influence on the quality and effectiveness of the implementation of new learning strategies such as project-based learning, learning with the help of new information technologies and etc.

*Keywords: teacher, teacher-leader, teaching*

CVEJIĆ, Dragan – BUIŠIĆ, Svetlana – MITROVIĆ, Nebojša – OSTOJIĆ, Sergej

## AEROBIC STUDENT ACTIVITY AT FITT PHYSICAL EDUCATION CLASS

Numerous studies have shown the necessity of intensification of physical activity (PA) and increase of active time of attendance at Physical and Health Education classes (PHE). The aim of the research is to examine the extent of the aerobic activities of the third-grade, elementary school students at conceptually different FITT (acronyms for frequency, intensity, duration and type / type of exercise or activity) at PHE classes, and to determine the gender differences. 89 students (girls N = 44) participated in the study from two elementary schools in Sombor, age  $9.14 \pm 0.33$  years. At the observed class, all the available teaching resources, methods, ways and forms of teaching work were combined so that planned physical activity or exercise by type/mode, duration and intensity leads to the improvement of the aerobic form of the students. Immediately before, during (at several time points), and even afterwards, the values of the OMRON HJ-320 pedometer were monitored, on the basis of which the research variables were formed.

FITT class of Physical Education can provide one quarter of recommended activity volume during one day. At PHE class the boys accumulate more steps than the girls  $t(89) = -1,99$ ;  $p = 0,49$  (both ways);  $\eta^2 = 0,04$ . Elementary games have the greatest potential for increasing the intensity of activity of younger schoolchildren.

*Keywords: health related fitness; elementary school; pedometer; elementary games;*



**CZÉKUS, Géza – HORÁK, Rita – BORSOS, Éva**

## **THE PLACE OF ZOO PEDAGOGY IN EDUCATION**

The zoo pedagogy studies the educational possibilities of the ZOO. It's important is rising day by day because the environmental education has to get bigger place in every day teaching. In our teacher training faculty students can choose this subject.

The zoo pedagogy has many advantages: education, teaching in entertaining way, forming tolerance and empathy toward other living organisms, forming ecological-, environmental protection- and animal protection approach.

Interesting education in ZOOs makes more successful the teaching and learning process. Visiting the ZOO is the part of year program in elementary schools in Szabadka. They visit ZOO one time monthly.

In our work we present the educational possibilities of classes in ZOO in details and the preparing of students for these classes.

*Keywords: zoo pedagogy, educational aims, students*

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**GOLYÁN, Szilvia – KEREKES, Valéria**

## **INNOVATIONS IN PRESCHOOL TEACHERS TRAINING – MENTORING AND TUTORING SYSTEM**

Previous studies on the future tasks and directions of mentoring were focusing on identifying the common elements of different aspects of mentoring (DuBois-Karcher, 2013), the challenges created by the growing adaptation of new forms of mentoring (Fejes-Kasik-Kinyó, 2009), and the development of individualized mentoring (Rhodes, 2008).

We surveyed the feedback from mentors at preschool teachers' training on the tutoring system supporting their practical training through questionnaires we developed. We aim at having a detailed, yet global picture of the current system (identifying those factors that have the greatest impact on perceptions on mentoring), along with identifying the best indicators of its efficiency.

Our research confirmed the crucial impact of carefully selecting mentors, the need for modernizing the training program's content, and the importance of efficient cooperation between mentors and tutors.

*Keywords: feedback, innovation, mentoring, practice, preschool teachers training*

## THE CHALLENGES OF MODERN EDUCATION

One cannot talk about modern musical education without challenges. We should first develop modern musical education. Without it, there is no such thing as a challenge. Our education is not modern. A large number of scientific papers about modern education are presented at conferences but there is no mentioning of the implementation of these, because the implementation does not exist. These lectures have been going on among a tight circle of people for decades, but no teachers, professors or undergraduates are ever present, whose participation should be paramount. Apart from our colleagues, they are the ones who could benefit the most from these lectures.

*Keywords: modern musical education, the implementation of modern musical education, the participation of teachers, professors and undergraduates at conferences, the lack of feedback*

**IVANOVIĆ BIBIĆ, Ljubica – DRAŽIĆ SMILOVAC, Sandra – ĐUKIČIN VUČKOVIĆ, Smiljana – IVKOV DŽIGURSKI, Anđelija – ĐERI, Lukrecija**

## THE PRINCIPLE OF INDIVIDUALIZATION IN TEACHING ILLUSTRATED BY THE EXAMPLE OF INCLUSION IN PRIMARY SCHOOLS

Nowadays, education cannot only be defined as acquiring knowledge for the sake of an individual to adjust to an existing reality, but also as a process of individual's survival. Each person, using his/her own various potentials and experiences, learns how to express himself/herself, to ask questions, look for answers and solutions and constantly works towards accomplishing his/her own goals.

This article analyzes the didactic principle of individualization of teaching as a necessary condition for successful inclusion. It aims at presenting the practical use of this principle illustrated by the example of inclusion of marginalized groups as an innovative process in the society. The research was conducted among teachers in primary schools in Irig and Vrdnik, and among parents of children with special needs. Descriptive, critical, graphic and statistical methods were used during the research, as well as an interview.

The results of the conducted study show that 11.1% of teachers completely approves and acknowledges the principles of inclusion, while 30.6% thinks they are not competent enough to implement inclusive education. Most of the parents who participated in the survey think that including children with special needs in the regular system of education is desirable, but quite difficult to implement regarding the conditions we live in. With all the necessary individual support, there are other important things to be taken into consideration, such as securing help of pedagogical and personal assistants and special education teachers, as well as building access ramps and specialized accessible toilets. In order to do this, it is, first, necessary to change the consciousness of all the people included in the process, that is, parents, teachers and students.

*Keywords: didactic principles, individualization, inclusion, teaching, primary school*

**KOVÁCS, Beatrix**

## **HAPPIER TOGETHER (INTEGRATION IN DANCE PEDAGOGY)**

We accomplish talent identification and maintenance in the next 3 areas:

- somatic-kinesthetic
- interpersonal
- visual-spatial Main research

Questions: How the dance therapy session helps the social integration of children with Down syndrome. My research was made on the basis of my own sample. According to my results, Tímea has become cooperative with her healthy peers, she's able to actively participate in class, over and above she performs very serious exercises to a high standard. Because of this, on the 18th of March 2013 she received the National Talent Support Council's special award. It was one of the stations of my long-term subsequent follow-up, so the research will foreseeably last until 2020. As the result of my research's practical benefits, due to the above-mentioned reasons, the family gets a manageable, task-conscious, disciplinable child.

*Keywords: integration, creativity, giving experience, inclusive teaching, dance pedagogy*

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**KOVÁCS, Elvira – PINTÉR KREKIĆ, Valéria**

## **TEACHING AND LEARNING ADVENTUROUS MATHEMATICS WITH COOPERATIVE METHODS IN THE LOWER GRADES OF PRIMARY SCHOOL**

The foundation of an efficient way for teaching mathematics is in the motivation of a student and active student involvement. The teacher with precise planning and enough preparing can stand in front of the class. Inspiration must be the part of the student motivation. The student can be successful only if he develops a natural interest. It is also important for a student to feel great about a successfully finished task. The biggest force of the motivation is in the quality education. The cooperative learning makes it possible for classes to be more game oriented and full of excitement.

In the 2016./2017. school year in the Széchenyi István primary school in the fourth grade, the students of MTTK had attended only cooperative mathematics classes. The purpose of our examination was to find out what kind of opinion do the students have about this way of teaching. We would also like to show what sort of cooperative roles, methods did they use most frequently and which were more successful.

*Keywords: cooperative learning, motivation, teaching mathematics, efficiency*

## **MODERN TECHNOLOGIES IN INITIAL READING AND WRITING**

A particularly delicate period of schooling is the initial reading and writing in the first class of formal education. This can be greatly aided by educational games, educational computer programs, digital teaching materials and other forms of e-learning. It is therefore important to organize the classes in accordance with the contemporary didactic theories and constructivist approach to the learning process.

A particularly delicate period of early learning of reading and writing implies mastering the reading and writing technique. In order for the content to be adopted, transferred, and practiced more effectively, it is placed in the framework of games.

The paper tries to find the ways to use the computer as an instructor for learning and practicing individual letters and sounds, as well as to discover the teacher's attitude towards it and how it can be practically applied in the classroom. That is why an action research was carried out and it has shown that students respond positively to a computer in the classroom, know some basic actions and have easier and faster control of organized and playlike content.

*Keywords: reading and writing mastery, initial reading and writing, mother tongue, computer in teaching*

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**KURTUMA, Nataša**

## **THE EVALUATION OF THE ACQUISITION OF PHRASEOLOGISMS IN FOREIGN LANGUAGE LEARNING AND TEACHINGSLEDI NAKNADNO**

Considering the contemporary methodology in foreign language teaching, the development of communication competence has become a focus in the student's learning material. Since the phraseology and phraseologisms are an integral part of that competence, it is necessary to pay more attention to their representation in foreign language learning. Therefore, this paper centers on the teacher's self-evaluation of the phraseology teaching process. The evaluation analyses is conducted by using the questionnaire which is created for the purpose of gathering general information. The methods of descriptive statistics are used in this study. The research sample consists of the primary and secondary school teachers as well as the foreign language school teachers. It includes thirty-three teachers from Novi Sad and Subotica.sledi naknadno

*Keywords: phraseologisms, foreign language teaching, teacher's self-evaluation of the phraseology teaching process*

## **A SURVEY ON EVERYDAY PHYSICAL EDUCATION IN KINDERGARTENS OF SUBOTICA AND ITS REGION**

The actuality of the topic is that in the view of a healthy lifestyle and the EU offers, not only in schools but also in kindergartens, everyday physical education is more emphasized. An experienced kindergarten teacher knows that the roles of everyday physical education are to consolidate children's skills, to satisfy their exercise needs and to make them get used to everyday exercise. The aim of the research is to get a clear view of everyday physical education in kindergartens on the basis of the local pattern. We analysed documents and questionnaires to research the content, material and institutional conditions and the implementation of physical education. Our results partly proved that according to the base program a daily guided exercise does not take place in the same form as in the previous years and decades. It is now rather built on the activity of guided playing. It is guided according to the age of the children and it is a playful activity full of movement.

*Keywords: everyday physical education, physical education in kindergartens, results*

**MARIČIĆ, Mirjana – SUVAJDŽIĆ, Slobodanka – GRADINŠČAK, Dafina – OBADOVIĆ, Dušanka**

## **THE APPLICATION OF THE SCIENTIFIC METHOD BASED ON CONTENTS OF PHYSICS IN THE INITIAL NATURAL SCIENCE TEACHING**

The results of applying scientific method in teaching have been presented in the following work. This method is supposed to enable students to either from their own experience or previously acquired knowledge, make creative step forward in understanding the basic concepts of natural sciences. The research has been aimed to show in what extent the application of the scientific method in the initial natural sciences can affect the acquirement of more qualitative knowledge in terms of teaching that is performed in the traditional way. 171 students from three primary schools from Serbia were included in the research. The applied methods have been: experimental method with parallel groups and descriptive method. Testing as the research technique included initial, final test and retest. The research results have shown positive effects on the quality of student's knowledge in comparison with traditional approach in the initial teaching of natural sciences.

*Keywords: hands-on experiments, natural sciences, scientific method, teaching, traditional approach.*

**MUŽAR HORVAT, Sanela**

## **POSTGRADUATE TEACHING AS A MODEL OF ACTIVE LEARNING IN SPECIAL TEACHING**

Contemporary school requires modern teaching, collaborative learning is one of such forms. The application of modern methods contributes to better quality work with students. Collaborative learning is a common learning of students in pairs or small groups with the aim of solving common tasks and researching a common theme. Practice shows that such a form of teaching contributes to the fact that students are more successful in teaching than students who are not exposed to contemporary teaching methods. Therefore, the aim of this paper is to investigate whether teachers apply the teaching co-teaching method and accept them in the work. For this purpose, a survey questionnaire was constructed that included 13 teachers of classroom teaching. The results obtained indicate that teachers within different ages apply the methods of collaborative learning. The strategies they used were: mental maps or clusters, the storm of ideas, concentric circles, the tree of the future

*Keywords: Active learning, collaborative learning, active learning methods, lifelong learning*

**NUHANović, Sanja**

## **THE PROJECT IN MUSIC TEACHING**

The paper deals with the possibilities of active learning in contemporary Music teaching which aim to motivate and encourage pupils to research and learn, refer to the interdisciplinary approach to the topic and raising awareness about the importance of team work, but also of every individual in the process of competence acquisition. Special attention is paid to extracurricular music activities, and one of the possible music activities proposed by the Curriculum (2006) are music projects. The research results of School Curricula in Brod-Posavina county have shown that there are diverse music activities, but there are no music projects as extracurricular activities. Because of that the paper provides music projects which can enhance Music teaching and also pupils' interest.

*Keywords: active learning, project teaching, Music teaching, music projects, interdisciplinarity*

## **MUSICAL ACTIVITIES IN INTEGRATED AND OUTDOOR NATURE SCIENCE TEACHING**

In recent years, a lot of attention has been paid to the STEM (Science, Technology, Engineering, Mathematics) education system. The STEM program has been developed to develop students' specific competences needed for advancement in the 21st century: critical thinking, problem thinking, creativity and innovation, especially in the field of nature sciences. Recently, adding art to STEM programs is becoming a popular topic, because of newly conducted researches proving positive impacts of various types of art on children's development. Thus, a new STEAM education system was created (A signifies Arts). Art can be involved in several ways: through design, acting, oratory. Music is rarely mentioned, although positive effects of music on the children's development are proven many times. The importance of outdoor teaching of natural sciences in elementary school is doubtless. Out-of-classroom teaching has a benefit of linking various contents of different subjects. The benefits of this form of teaching are easier and faster learning. This paper discusses several possibilities of incorporating musical activities into integrated and out-of-classroom teaching of natural sciences. Body percussion can be a practical outdoor activity and a BAPNE method (Biomechanics, Anatomy, Psychology, Neurology, Ethnomusicology) is proven to have excellent results in stimulating physical, mental and social development of children.

*Keywords: musical activities, STEAM education system, integrated and outdoor teaching, nature science*

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ŠARANČIĆ ČUTURA, Snežana

## **THE LITERARY CANON AND ITS ALTERNATIVES. (THE WORKS OF CONTEMPORARY AUTHORS FOR CHILDREN AND TEACHERS STUDYING LITERATURE)**

The paper discusses the importance of linking academic study of literature and the works of contemporary writers for children whose works have not been canonized as part of the school curriculum, but they are in terms of critical and reading reception confirmed as intriguing for the modern reader. It starts from two assumptions: first, that a reading students' interests almost always stays focused on work outside the context of compulsory and assumptions that are of modern teaching literature expected flexibility and innovation in the mediation of literary art.

*Keywords: teaching literature, contemporary literature for children*

SIPOS, Zsóka

## **THE CHARACTERISTICS OF 3<sup>RD</sup> AND 5<sup>TH</sup> GRADE CHILDREN'S READING SKILLS**

Standardisation of widely used reading tests, elaborated by Ildikó Meixner has started in 2015. At the first year we standardised the reading sheet for assessing 3rd grade students, the next year the test for 5th graders. This study shows the first phase of this work: the preparation, the process and the first results of the testing. Our representative sample included 1018 (3rd grade) and 958 (5th grade) randomly selected children. We set the new limiting value for poor reading skills which appear in reading speed, accuracy and comprehension, based on their performance.

*Keywords: reading test, Meixner, dyslexia, spelling, fluent reading*

STANOJEVIĆ, Katarina

## **USING AN INTERDISCIPLINARY APPROACH FOR UNDERSTANDING MUSICAL WORKS**

The realization of the objectives and tasks of music listening in teaching music is very delicate request for teachers in primary school. The biggest challenge is to work on developing auditory attention of students, encouraging students for active listening of musical work and also to listen it with understanding. The paper will consider with pedagogical importance and possibilities for applying of interdisciplinary approach to the realization of the objectives and tasks of the music listening, especially by connecting teaching contents and demands of music and art classes.

*Keywords: Music teaching, interdisciplinary approach to music teaching, understanding of musical works, elements of visual art and musical expression*

SZEREPI, Sándor

## **METHODOLOGICAL SPECIALTIES OF ROMA INTEGRATION IN EARLY CHILDHOOD**

The purpose of this lecture is presenting the Ways of Roma Integration at Early Childhood (Kindergarden) Education in Hungary. We used the following methods: processing the relevant publications, analysing the relevant laws and decrees, and presenting kindergarden-pedagogical programs. We think the conclusion is the kindergardens are perfect locales for Roma Integration. The reasons of this are: - Special Features of Hungarian Early Childhood Education, - every children must go to the Kindergarden from 3 years old, - Politics of Education by the Governments, - Good Practices. Our opinion is this subject is very significant because the weight of the Early



Years, Traditions of Hungarian Kindergarden-Pedagogy, succesful experiences of Early Childhood.

Keywords: inclusion, roma integration, early childhood, education in kindergarden

**TÖRTELI TELEK, Márta – HORVÁTH FUTÓ, Hargita – CSÁNYI, Erzsébet**

## **READING ASSESSMENTS. COMPARATIVE ANALYSIS OF VOJVODINAN, HUNGARIAN AND GLOBAL RESEARCH RESULTS.**

In recent decades we can observe the space loss of reading, the decrease of its authority all around the world. The authors of the present study – by dealing with areas where the Hungarian ethnic group is concentrated, with the Hungarian diaspora, and the area of scattered Hungarians in Vojvodina –, summarise the results of their research continued with regard to the Z generation. They point out the way media has modified the traditional structure of spare time spending. The authors seek an answer to the question, how has the role and quality of reading changed in our time. They establish that the variable face, image of reading is animated with regard the popular and read genres, the reading construction as well. In the course of the research, after the qualitative and quantitative analysis of data they draw considerable conclusions. They evaluate the research results in the light of the mother country's and international researches, moving on the level of the comparison.

*Keywords: reading, reading habits, reading structure, text understanding*

**ZRILIĆ, Smiljana– VALJAN VUKIĆ, Violeta**

## **CHALLENGES, DOUBTS AND DIFFICULTIES IN MONITORING, EVALUATION AND ASSESSMENT OF STUDENTS WITH DYSGRAPHIA**

The success of a student with dysgraphia largely depends on the methodological procedures of the teacher, his concern about them in terms of accepting difficulties and tolerance in assessment. It happens that the teacher does not notice the difficulty, so we get to the mottled notebooks in which the teacher's recommendations are to write the text correctly at home several times. Different kinds of difficulties require different ways of monitoring, verification, testing and evaluation. In the literature, authors point out different factors that influence the assessment depending on the student and the teacher as well as the situations of teaching and learning in different contexts of the educational process and the teaching itself. Namely, with the aim of fulfilling their purpose, assessing and grading of students with dysgraphia should be carried out within the curriculum that respects diversity. The forms of support are defined in relation to the

independence of students, working time, working methods, checking skills, knowledge and abilities of students, monitoring and evaluation of achievements, activities, along with the ever-present support, encouragement and praise.

Identification, appreciation, methodical adjustments, stimulus - are the main preconditions for the success of students with dysgraphia.

*Keywords: specific learning difficulties, dysgraphia, methodical adjustment, evaluation*

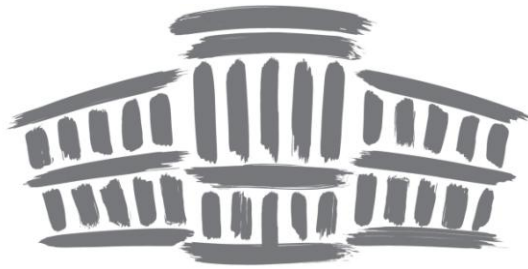
**ULIĆ, Jovanka – VELIŠEK-BRAŠKO, Otilia**

## **INTEGRATED METHODOLOGICAL APPROACHES IN EDUCATION OF THE PRESCHOOL TEACHERS**

The traditional education with fragmented curriculum according to the methodological areas is still present. Thematic planning and project learning are close to methodically integrated approach to learning that is associated with the life context and it provides a better understanding of the content, connecting knowledge and its application. This paper will present options for an integrated methodological approach to study programs for the preschool teachers, and also point out the difficulties of implementation, as well as the requirements for their successful implementation.

*Keywords: integrated learning, students for preschool teacher, study*

# Abstracts



**4<sup>th</sup> ICT in Education Conference**

**BALÁZS PIRI, Dorottya**

## **TRADITIONAL CONTENTS IN INNOVATIVE ENVIRONMENT**

Online learning and teaching's latest achievements includes new opportunities, which offer an important milestone in education. Opening the complex world of online courses, in framework of nursery school teachers of the Hungarian Language Teacher Training Faculty, the theoretical, practical and methodological learning materials of the subject Folk-tale in the fourth semester was transferred to the online environment. Based on this course, we will present the sequence of practical steps and the presence of human work behind the digitized reality and the theoretical foundations of MOOCs.

*Keywords: MOOC, theory, practise*

**BARSY, Anna**

## **E-BOOKLET ANYWHERE, ANYTIME**

Nowadays, the content we achieve during the teaching process is not the only important matter, but also the focus on knowledge building. Digital devices are a great help to this. What are our options to teach our students to write their own e-booklet? Practitioners of Digital education often find that, for example, a class using tablets is considered as a game by the students, whom therefore are more motivated. However, the question arises of how to preserve the lessons, since there was a booklet before, which has made it possible, even for the parents to follow what happened on during the class.

*Keywords: e-booklet, personal learning space, digital pedagogy, tablet, 21st century learning organization*

**BIRÓ, Kinga**

## **VIRTUAL AND AUGMENTED LEARNING ENVIRONMENTS SUPPORTED BY MODERN MOBILE ICT TOOLS IN PEDAGOGICAL PRACTICE**

The rapid development of Information and Communication Technologies (ICT) has brought forth a change in learning environments, the atypical, electronically supported learning spaces and the expansion of digital learning. Their impact is felt in all areas of education. The new technologies and 'new generation' methods can help satisfying the increasing claims of education. My presentation provides insights into mobile ICT tools, virtual and augmented learning environments. By focusing on the learning support function of smart tools and Web 2.0, I present their methodological and technological

possibilities in education. With an empirical test, I support their importance in vocational training.

*Keywords: ICT, 3D, Augmented Reality, Web 2.0, Vocational Training*

**BORSOS, Éva – KOVÁCS, Elvira**

## **THE ICT USAGE OF STUDENTS OF THE HUNGARIAN LANGUAGE TEACHER TRAINING FACULTY OF THE UNIVERSITY OF NOVI SAD IN THE COURSE OF MATHEMATICS AND NATURE AND SOCIETY LESSONS**

Nowadays the use of ICT (Information and communication technologies) tools has also been incorporated into education. Teachers and students also use them in the process of teaching as well as learning.

Students of the Hungarian Language Teacher Training Faculty of the University of Novi Sad learn the methodological basis of teaching mathematics and the teaching of nature and society in the third year during theoretical and practical classes.

They get familiar with teaching devices, with teaching methods, with sources of knowledge etc. In the fourth year they independently hold 45 minutes classes at the practising schools under the supervision of the teacher and our university professor. They are preparing for these classes themselves, writing lesson plans, preparing aids, and so on. They choose the applied form of work and the teaching methods themselves, only the teaching unit and the type of the class is given.

In our work we analysed the student usage of ICT during mathematics and nature and society classes held.

*Keywords: ICT, teaching mathematics, teaching nature and society, students*

**CSÁNYI, László**

## **LET'S TEACH WITH MOVIES!**

I've been leading the filming course in our high school since 2009. Since then, my students have reached numerous successes in national and international competitions as well. With its support attention can be drawn to social and global problems, besides, it can be integrated to the process of teaching and learning in many ways: we can make videos for the better understanding of students or videos, which may state a problem that needs to be solved (by students). While we develop the capabilities of students in a multiple way, at the same time movies are a great tool for fostering communities and also talented students.

*Keywords: movies in education, creativity, nurturing talents, community development, cohesion between subjects*

**CSÁNYI, Judit**

## **WALKING ON THE GROUND OF SOUNDS**

In my presentation I am going to introduce you to a project which was made for second grade students and for grammar classes. Besides the traditional teaching methods, I also apply the 21st century's most modern educational techniques in order to develop my heterogeneous study group. What makes this method special, is that we can use mobile devices in a creative way. The children of ages 7 or 8 can master such study methods that will be extremely beneficial for them in later stages of their studies. The product of this project will be a „Digital Wall of Tales” made by my students.

*Keywords: grammar, heterogeneous students, mobile devices, teaching methods, digital wall of tales*

**DRAGIN, Ivana**

## **ATTITUDES OF TEACHERS TOWARDS INFORMATION AND COMMUNICATION TECHNOLOGIES AS A MEANS OF INDIVIDUALIZATION OF TEACHING**

Information and communication technologies (ICT) are more widespread in teaching. The aim of this study has been to determine the attitudes of teachers on the use of ICT as a means of individualization of teaching in regular schools and schools for primary education of students with disabilities. The sample consisted of 145 teachers in Vojvodina. Data has been collected via questionnaires and scales. The results have shown that the attitudes of teachers towards ICT as a means of individualization of teaching are mostly positive. Some statistically significant differences in the attitudes of teachers are visible depending on type of school they are employed in. Teachers from schools for primary education of students with disabilities have more positive attitudes towards ICT. There are no significant differences between the attitudes of class teachers and subject teachers on this point. It can be concluded that we are on the way of integration of ICT into the life of modern teaching.

*Keywords: individualization; information and communication technology; the teaching process; teachers; attitudes*

**ESZTELECKI, Péter – KŐRÖSI, Gábor**

## **HANDLING BIG DATA FILES**

Online courses have greatly changed adult education and they have an increasing impact on secondary and primary schools as well. Every day hundreds and thousands of new courses are created, but less energy is spent to take look at the quality of teaching materials and videos, to examine the efficiency of these courses and so on.

Our Research Group at The University of Szeged developed a log system that records all students' activities in the virtual learning environment to analyze student behavior, learning strategies and the habits of video watching. The resulting json file should be cleaned and converted to CSV format so it can be processed using data mining software (Azure ML, SAS, R). In our work we present the system which is responsible for logging the student activities.

*Keywords: E-learning, Big Data, log, video*

**JANURIKNÉ SOLTÉSZ, Erika – KOVÁCS, Cintia**

## **USE OF ELECTRONIC LEARNING PLATFORMS - A LONGITUDINAL STUDY OF AN EXPERIMENTAL LEARNING METHODOLOGY**

Our research presents the results of a longitudinal study of an experimental learning methodology course for engineer-students. Students had to collect and share electronic learning platforms which seems to be useful for their lifelong learning aims. After a half year we asked the students whether they used the platforms from this collection to help their planned learning. Our further aim of our study was to inquire the existence of a digital competence (2006/962/EC), which is the one of the key competences of lifelong learning, and the effectiveness of self-learning of the students who were prepared in the course of learning methodology. Based on the results of the questionnaire study, we found that the changes of both attitudes related to online learning and their learning habits were positive, beyond the duration of the course. Based on a detailed assessment of student responses, we will develop our courses for self-training on electronic learning surfaces.

*Keywords: self-regulated learning, e-learning, electronic learning platforms, lifelong learning, learning methodology*

JARUSKA, Ladislav – JUHÁSZ, György

## THE POSSIBILITIES OF COMPUTER MODELING IN MATHEMATICS EDUCATION

Today, the explosive development of information and communication technologies takes place, which has an impact on the educational process as well. The main aim of the transformation of the educational process is to develop students' creative thinking, problem-solving abilities, and to prepare them for solving more complex tasks in modern times. To achieve the goals, computer programs are increasingly used in mathematics education.

This study presents the possibility of using GeoGebra Dynamic Mathematical Software in education through a geometric task solution. The task is related to the application of the geometric location method. It is our experience that our students have difficulties in solving the geometrical tasks of the given situation, so we have modeled the two cases of solving this problem using GeoGebra. Options provided by the software, such as dynamic modeling, track, sliders, and changing dimensions on the fly, can help shape the shapes in different situations and thus provide a quicker and more precise solution to the task.

Thanks to the new technologies and access possibilities, students can not only learn the lesson more easily and quickly, but can also remember it in the longer term.

*Keywords: GeoGebra, visualisation, loci*

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JUHÁSZ, György – SZARKA, Katarína

## WEB APPLICATIONS, MOLECULAR MODELING AND TEACHING OF CHEMICAL BONDS

One of the greatest challenge of recent modern times for educators and teachers is to recognize and apply the opportunities offered by modern technologies in education. These include web applications and apps, that can run on i Phones, i Pads, or on another devices. In this study we compare the possibilities of educational use of the Molecules web application under development with Sunset Lake Software to Hypercube Inc.'s Hyperchem Molecular Modeling software package. We discuss a number of chemical topics, where these applications and the Molecular Modeling software package can help to better understand the concept and nature of chemical bonding.

*Keywords: ICT, Web applications, Molecular Modeling, Teaching of Chemical Bonds*



**KIS, Márta**

## **NEW APPROACH – NEW WAY: ICT AID IN ECONOMIST HIGHER EDUCATION**

The spread of ICT affects all aspects of life, as well as in the field of higher education. But it is not yet clear which applicable solutions are most effective and efficient. Several attempts have been made to modernize education recently, but everyone is looking for the optimal way, because technical environment changes rapidly, and available for application of new methodology time is relatively short. That's why organized for analyzing and further consideration of best practice professional relationships as creative workshops are appreciated in this fast-paced world, in which supported by state-of-the-art methodology education must be represented a durable value. We will show some example to accomplish this in our lecture.

*Keywords: ICT, new methodology, higher education, project, professional community*

**KOVÁCS-BOKOR, Éva – KISS, Endre**

## **APPLICATION OF THE MEASUREMENT METHODS OF THE ENVIRONMENTAL PROTECTION ON THE LABORATORY MEASUREMENT OF STUDENTS**

It is well known, that nowadays the development of the eco-conscious aspect of the students is very important because of the change of our environment. We try to facilitate this process, besides taking lectures and seminars, with our laboratory measurements which was built in our Environmental protection and energy management subject. The methods of the modern environmental analysis were utilized into the laboratory practice with which we try to improve the practical knowledge of the students on the field of soil protection, water treatment, air pollution control, as well as energy related matters. Furthermore, we try to sensitize them for the state of our environment, develop their global environmental thinking as well as IT competencies.

*Keywords: environmental protection, monitoring, measurement, evaluation*

**KOVÁCS, Cintia – JANURIKNÉ SOLTÉSZ, Erika**

## **THE EXISTENCE OF A DIGITAL COMPETENCE MODEL IN AN ACTIVITY-BASED ONLINE ENVIRONMENT**

The purpose of the research is to examine and identify the components of the European Commission's DigComp 2.0 in online learning environment. In 2006, the European Union recognized digital competence as one of the eight key competencies required for lifelong learning.

The subject of the research is to examine the students's digital competencies in the online course named "Instructional design, digital content development". The activity-based online course was attended by the students on a platform "schoolology" for six weeks, who learned from different lecturers about topics related to instructional design. As an activity-based course, students needed a lot of activity in weekly submissions.

The presentation gives a detailed explanation of the research result, based on which our experiences will be taken into account when designing and implementing the future online courses.

*Keywords: instructional design, digital competence, online course, activity-based*

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**KÖVÁRI, Attila**

## **LEARNING OF EMBEDDED SYSTEMS IN IT EDUCATION**

Learning how to utilize the educated theoretical knowledge in practice is very important factor which can be well-supported by project based tasks. Project based tasks are performed by direct, active participation of students, even in individual or group works. Several modules of core subjects of Engineering Information Technology BSc program require teaching of such knowledge, which give students direct, experimental knowledge. In the article shows the goal, content, implementation and tools of some practical project tasks applied in the field of embedded systems.

*Keywords: project work, IT education, practical knowledge*

**MAGONYNÉ VARGA, Emőke**

## **IT'S NOT A STORYBOOK, IT'S A TABLET. THE COMMUNICATION MODEL AND REFLECTION OF THE ROLE OF INTERACTIVE BOOK IN HIGHER EDUCATION**

Technology has always aimed to expand the scope of the direct multi-modal human communication, while preserving its values. So nowadays the question is not whether the new technologies and the digital genres they mediate are forming human communication but how, under which circumstances, in what way and to what extent. The lecture discusses the (art) pedagogical features of these three aspects, related to interactive story books, putting the focus on the metacommunication circle and the higher education practice. Multimediality requires the use of advanced perceptual and cognitive functionality and 'extranetelical activity' by users and mediators. From this point of view, the lecture, based on empirical research results, is presenting the digital tale mediating strategies of the students of the so-called 'net-generation'.

*Keywords: interactive book, communication model, communication strategy, mediation, extranetelical activity*

**MOLNÁR, György**

## **THE SECRETS OF NETWORK LEARNING SUPPORTED BY SOCIAL MEDIA AND MEDIALIZED NETWORKS AMONG THE DIGITAL NATIVES**

The rapid penetration of Internet and mobile communication technologies has intertwined our digital cultures in the information-based world. This is connected to the digital technological supplies and environment of our everyday surroundings and lifestyles, which has a major effect on our habits. According to the generation studies, the impacts of social media and Internet use have been highly sensed and experienced among digital natives. These factors unquestionably impose a threat; it is enough if we consider manipulated news contents (hoaxes), life-threatening online games (the bluewhale game) or the issues of unverified data. More attention should be given to these education fields besides offering information on given topics. As part of our empirical research, we focused on these questions in the frame of a quantitative questionnaire-based survey in the spring of 2017. N=100 stratified random samplings were collected and the target group consisted of our university students.

*Keywords: smart devices, informal learning, ICT-based networks, digital natives, social media*

**NEMES, Magdolna– RÉVÉSZNÉ NAGY, Orsolya**

## **BILINGUAL CHILDREN - HUNGARIAN PARENTS RAISING THEIR CHILDREN IN ENGLISH**

Children can become bilingual in a non-natural way as well. Those children go through an intended language learning/acquiring process bearing in mind the advantages that bilingualism can provide. According to the Saunders model, the speciality of such a model is that the parents speak the language of the community but they raise their children in a language they have also learned. In Hungary, Annamária Bán English teacher was the very first one who started a blog about this topic in 2008 and she also published a book that helps parents who are non-native but raise their children in English.

In connection with non-natural bilingualism, several point of views have appeared recently. In our paper we give examples of the possible methods, pointing their pros and cons too. After the theoretical introduction, we talk about families where the children grow up in a non-natural bilingual environment.

*Keywords: bilingual, children, non-native parents, methods, pros and cons*

**OLLÉ, János**

## **COMPARATIVE ANALYSIS OF LEARNING MATERIALS FOR CRITICAL THINKING DEVELOPMENT**

With activity-based instructional design, we can develop learning materials that enable the development of critical thinking within a given professional field. The use of various internal conceptual structural models and different learning exercises will result in learning materials with different efficiency levels. Our comparative analysis aims to find the algorithm that will offer an optimal solution for the enhancement of critical thinking, regardless of the topic of the learning material.

*Keywords: instructional desing, material development, critical thinking, digital learning material, online learning*

**PINTÉR, Róbert**

## **CHALLENGES IN PROJECT BASE LEARNING**

Based upon information received from the industry, one can define the knowledge and skills that are required for an engineer aiming to work in the IT industry. In this paper the authors present a possible method by which the learning process can be made more efficient. The authors highlight some advantages of the project-oriented approach

in a programming course at Subotica Tech, an institution that educates professional engineers. In that course the students are developing applications for mobile devices. This novel method is based on the inclusion of the great number of demands from the industry, which the future engineers meet upon entering this sector.

*Keywords: Project Base Learning, hard skills, soft skills, SCRUM*

**PŠENÁKOVÁ, Ildikó**

## **COMPUTER SECURITY TRAINING FOR FUTURE TEACHERS**

At present, in the age of computer networks, you can send, receive and exchange data and information practically without limitation. Unfortunately, we often meet with misuse these data, so computer security is an important and actual problem in the digital age. To protect your computer from external attacks, the users need the necessary specific knowledge of computer security. The paper discusses knowledge and skills that the future teachers need to manage these tasks.

*Keywords: Computer security, viruses, attacks, protection, education*

**RUKAVINA, Suzana**

## **DIGITAL STORYTELLING: A CONSTRUCTIVIST APPROACH TO LEARNING AND TEACHING IN HIGHER EDUCATION**

The advent of new technologies, mainly the Internet and the World Wide Web, has contributed to a paradigm shift in higher education – from behaviorism and cognitivism towards constructivism. Digital storytelling is an innovative approach to learning and teaching which, from the constructivist perspective, with the help of collaboration and peer-to-peer communication, encourages motivation, higher order thinking and deep learning (Dakich, 2008). The paper gives an overview of the TPCK model (Technological Pedagogical Content Knowledge) in the area of using digital storytelling in higher education.

*Keywords: digital storytelling, constructivism, TPCK, higher education*

**SINKA, Annamária**

## **CREATION AND TECHGADGETS IN EDUCATION**

The paper will focus on the educational uses and integration of the technology (such as wordclouds, QR code hunting, digital storytelling and online quiz) which can support students' motivation and deeper understanding of the given curriculum. The presented examples are closely related to an educational technique, called active learning. The effectiveness of the method lies primarily in the fact that using technology in the classroom can reinforce students' learning by encouraging them to express their ideas and knowledge in an individual way. The project works and exercises are recorded and shared via e-learning environment with the participants of a given course. This paper illustrates how technology can improve the required skills, actionable learning strategies, emotional intelligence, problem solving (critical thinking). The participants can explore the power of visualization and aural element and share the joy of collaboration.

*Keywords: techgadgets, education, activelearning, motivation*

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**STANIĆ-MILJAČKI, Iris – MILETIĆ, Andrijana – CEKIĆ-JOVANOVIĆ, Olivera**

## **USING ICT IN SCIENCE TEACHING – POSSIBILITIES AND LIMITATIONS**

Using ICT in contemporary, up-to-date education is becoming more and more accessible and available. The experiences of all participants in teaching process indicate that knowledge acquired this way has higher quality, and learning approaches are more interesting and more creative.

In this paper we will present some of the potential ways of using ICT in science teaching by educational computer software, as well as limitations and ways to overcome them by taking into consideration the developmental needs of children and the ways of transition the role of a teacher.

*Keywords: science teaching, ICT, educational software*

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**SZARKA, Katarína – BRESTENSKÁ, Beáta – TÓTH-BAKOS, Anita**

## **ON-LINE ASSESSMENT FOR LEARNING IN TEACHER TRAINING**

The digital culture demands to rethink the methods used in the teacher training and its' forms, since the education of the new teacher generation with innovative temper cannot be built on traditional education and traditional teacher's stereotypes. Preparing

students for the teaching-practice is a complex process. It is expected that teacher training programs given for students form and develop the wide range of pedagogical-, psychological- and methodological knowledge, skills and attitudes beside the subject knowledge. It is important to get students prepared for continual practical training which should happen by creating simulated classroom situation exercises, their observations and analysis.

Our study presents two cases of implementation the assessment for learning strategies try to bring a new conceptions to teacher training. The first of the mentioned strategies is the using of rubrics as a traditional assessment for learning tools in simulated classroom situation exercises and their observations and analysis process. The second strategy is based on an on-line assessment for learning process using web-based application aspects, which supported the real-time feedback. We present our experiences from the both of strategy and underline the most important didactical aspects of implementation in preparation process of undergraduate students for their later pedagogic practice.

*Keywords: teacher training, assessment for learning, web-based application, on-line assessment*

**SZILÁDI, Gergely**

## **HAND MOVEMENT CONTROL AS A PROJECT TASK IN THE IT EDUCATION**

Nowaday in education, its essential to acquaint the students with modern technologies and its application, and the project work is the one of the best way to achieve this. In connection with a project task their knowledge can be expanded by practical knowledge and experience acquired outside a classroom activity. This article presents the syllabus for a project work based on the implementation of a hand movement controller system and the application possibilities of the project based learning.

*Keywords: project work, hand control, human-machine interface*

**SZÚTS, Zoltán**

## **USE OF CROWDSOURCING IN NON-FORMAL TEACHING AND LEARNING**

This paper introduces use of crowdsourcing in education. Crowdsourcing is the latest revolution brought by the digital technologies of computing and communication. It is nowadays popular process of obtaining services, ideas, or content by soliciting contributions from a large group of people, especially from an online community.

Firstly the author is going to introduce the phenomenon crowdsourcing in the context of information society, ubiquitous computing and Web 2.0. Then he will look at

the paradigm shift in methodology caused by the advent of crowdsourcing. This brings up the focus of the talk, where crowdsourcing will be categorized by several aspects. Regarding the non-formal learning, the talk will introduce the theory of collective intelligence, wisdom of the crowds, all in order to present the new roles online communities can play in teaching and learning, including citizen science.

*Keywords: crowdsourcing, teaching, learnin, ICT*

**BÁLINT, Krisztián – TÓTH, Alex – TAKÁCS, Márta**

## **THE POSSIBLE ASPECTS OF BTC EDUCATION IN THE CIRCLE OF STUDENTS OF HUNGARIAN UNIVERSITIES**

BTC education is not a widespread phenomenon nowadays. There is no BTC education in any Hungarian university.

So we made a research among the students with the aim to know how the students would like to learn the BTC, what kind of educational methods should be used, or from what kind of aspects should it teach if they would have a chance. In addition, it was also studied how students think about BTC's security as to how much they trust it.

The research sample has consisted of students from 2 universities in Hungary Faculty of Economy and Societal Sciences from Budapest Technical University, and the Center of Engineering Pedagogy “Agoston Trefort” from the University of Obuda.

It is a controversial issue that the National Bank of Hungary (MNB) does not officially recognize Bitcoin. Based on the results obtained, it can be stated that the students would request the teaching of the BTC subject. The students answered on a five-degree Likert scale, giving the following answers to the question of how safe a Bitcoin system: 16% said it was not safe at all, and 29% said it was a bit safe and 17% safe. The future of cryptocurrency is uncertain, but students are open to Bitcoin education. In their view, the knowledge gained in teaching the BTC subject could greatly contribute to a better understanding of the global financial system, its functioning and its dangers.

*Keywords: Cryptocurrency, Bitcoin, financial literacy*

**TAPIŠKA, Silvija – PETKOVIĆ, Violeta**

## **USING ICT IN EDUCATION**

The development of informational technologies leads to the possibility of implementing modernized subject teaching, which further contributes to improvement of new knowledge retention. The aim of this research was to investigate school equipment, the vocation education degree of the professors, which ICT are used in subject teaching, what kind of Internet access do the schools have, the extent to which schools use the Internet, when was the last time the schools were equipped with the



appropriate gear, what are their IT cabinets like, as well as to find out what are the average grades of IT students. The research was conducted during 2012/13 and 2013/14 school years, in 61 primary schools across the autonomous province of Vojvodina. The research involved monolingual, bilingual and trilingual schools. It was conducted via questionnaires. The research itself was conducted traditionally, using questionnaires containing 32 questions.

*Keywords: ICT, educations, shools, innovation, informatics*

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**UJBÁNYI, Tibor**

## **ANALYSIS THE SOLUTION OF AN IT TEST BY USING EYE TRACKING METHOD**

Eye movement is a key element of cognitive processes. The factors of the cognitive process can be determined by observing the human eye, which can be studied by modern engineering tools nowadays. Our research shows that when solving an IT test, the parameters describing the eye movement are related to the prior knowledge associated with the related IT problem. The eye movement parameters of test subjects with different knowledge can be analyzed, and differences in the eye movement parameters can be detected.

*Keywords: eye-tracking, IT test, measurement, evaluation*

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**VASS, Vilmos**

## **NEW MEANING OF LEARNING**


The logical structure of the lecture is based on Why-How-What? triangle. In the first part, I will show the context of new meaning of learning, especially some characteristics of 21st century learning and the connection between self-directed learning and motivation. In the second part of the lecture, I will analyze some teaching and learning methods and techniques, especially focusing on Jacobs', Kaufman' and Beghetto's 4 C modells. In the third part, I will review the conceptual background of new meaning of learning. Finally, I conclude my lecture raising some questions and dilemmas.

*Keywords: learning, 21st century learning, self-directed learning, motivation, creativity*

## **ELEMENTARY SCHOOL STUDENTS' ATTITUDE TOWARD VIDEO LECTURES USED IN FLIPPED LEARNING BIOLOGY**

This paper presents the flipped lessons in biology, and the results of student surveys on the use of video lessons for learning anthropological content. Three video lessons were made, which were available to students on the YouTube website, while the classes were organized according to the principles of the flipped classroom. On the basis of teacher's observations and obtained results, it was concluded that students had very quickly accepted the new way of learning, and that they have positive feelings about using a computer, video lessons and internet during the learning process.

*Keywords: Internet, flipped classroom, computer, students' opinion, videos*



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