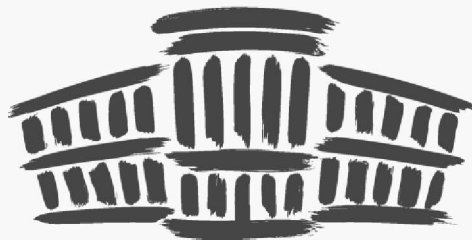


СУБОТИЦА  
SZABADKA  
SUBOTICA  
SUBOTICA  
2022



**16. Međunarodna naučna konferencija**  
ПРОМЕНА ПАРАДИГМЕ  
У ОБРАЗОВАЊУ И НАУЦИ

**16. Nemzetközi tudományos konferencia**  
PARADIGMAVÁLTÁS  
AZ OKTATÁSBAN ÉS A TUDOMÁNYBAN

**16. Međunarodna naučna konferencija**  
PROMENA PARADIGME  
U OBRAZOVANJU I NAUCI

**16<sup>th</sup> International Scientific Conference**  
CHANGING PARADIGMS  
IN EDUCATION AND SCIENCE



## **16. Међународна научна конференција**

Промена парадигме у образовању и науци

*Зборник радова*

Датум одржавања: 3–4. новембар 2022.

Место: Учитељски факултет на мађарском наставном језику,  
Суботица, ул. Штросмајерова 11., Република Србија.

## **16. Nemzetközi tudományos konferencia**

Paradigmaváltás az oktatásban és a tudományban

*Tanulmánygyűjtemény*

A konferencia időpontja: 2022. november 3–4.

Helyszíne: Újvidéki Egyetem Magyar Tannyelvű Tanítóképző Kar,  
Szabadka, Strossmayer utca 11., Szerb Köztársaság.

## **16. Međunarodna naučna konferencija**

Promena paradigme u obrazovanju i nauci

*Zbornik radova*

Datum održavanja: 3–4. novembar 2022.

Mesto: Učiteljski fakultet na mađarskom nastavnom jeziku,  
Subotica, ul. Štrosmajerova 11., Republika Srbija.

## **16<sup>th</sup> International Scientific Conference**

Changing Paradigms in Education and Science

*Papers of Studies*

Date: November 3-4, 2022

Address: Hungarian Language Teacher Training Faculty, University of Novi Sad,  
Subotica, Strossmayer str. 11, Republic of Serbia

**Издавач**

Универзитет у Новом Саду  
Учитељски факултет на мађарском наставном језику  
Суботица

**Kiadó**

Újvidéki Egyetem  
Magyar Tannyelvű Tanítóképző Kar  
Szabadka

**Izdavač**

Sveučilište u Novom Sadu  
Učiteljski fakultet na mađarskom nastavnom jeziku  
Subotica

**Publisher**

University of Novi Sad  
Hungarian Language Teacher Training Faculty  
Subotica

Одговорни уредник / Felelős szerkesztő /  
Odgovorni urednik / Editor-in-chief  
Josip Ivanović

Уредници / Szerkesztők / Urednici / Editors  
Viktor Fehér  
Laura Kalmár  
Judit Raffai

Технички уредник / Tördelőszerkesztő /  
Tehnički urednik / Layout editor  
Attila Vinkó  
Zsolt Vinkler

+381 (24) 624 444  
magister.uns.ac.rs/conf  
inter.conf@magister.uns.ac.rs

ISBN 978-86-81960-19-6

Суботица – Szabadka – Subotica – Subotica  
2022

**Председавајући конференције**

Јосип Ивановић

в.д. декан

**Predsjedatelj konferencije**

Josip Ivanović

v.d. dekan

**A konferencia elnöke**

Josip Ivanović

mb. dékán

**Conference Chairman**

Josip Ivanović

acting dean

Организациони одбор / Szervezőbizottság /  
Organizacijski odbor / Organizing Committee

Председници /Elnökök / Predsjednici / Chairperson

Viktor Fehér

University of Novi Sad, Serbia

Laura Kalmár

University of Novi Sad, Serbia

Judit Raffai

University of Novi Sad, Serbia

Чланови организационог одбора /A szervezőbizottság tagjai /  
Članovi Organizacijskoga odbora / Members of the Organizing Committee

Viktor Fehér

University of Novi Sad, Serbia

Eszter Gábrity

University of Novi Sad, Serbia

Beáta Grabovac

University of Novi Sad, Serbia

Szabolcs Halasi

University of Novi Sad, Serbia

Rita Horák

University of Novi Sad, Serbia

Laura Kalmár

University of Novi Sad, Serbia

Cintia Juhász Kovács

University of Novi Sad, Serbia

Zsolt Námesztovszki

University of Novi Sad, Serbia

János Vilmos Samu

University of Novi Sad, Serbia

Márta Takács

University of Novi Sad, Serbia

Judit Raffai

University of Novi Sad, Serbia

Márta Törteli Telek

University of Novi Sad, Serbia

Zsolt Vinkler

University of Novi Sad, Serbia

Attila Vinkó

University of Novi Sad, Serbia

Éva Vukov Raffai

University of Novi Sad, Serbia

Секретарице конференције  
A konferencia titkárnője  
Tajnice konferencije  
Conference Secretary

Brigitta Búzás  
University of Novi Sad, Serbia

Viola Nagy Kanász  
University of Novi Sad, Serbia

Уреднички одбор конференције  
A konferencia szerkesztőbizottsága  
Urednički odbor konferencije  
Conference Editorial Board

Viktor Fehér  
University of Novi Sad, Serbia

Laura Kalmár  
University of Novi Sad, Serbia  
(International Scientific Conference)

Cintia Juhász Kovács  
University of Novi Sad, Serbia  
(ICT in Education Conference)

Zsolt Námesztovszki  
University of Novi Sad, Serbia  
(ICT in Education Conference)

Judit Raffai  
University of Novi Sad, Serbia  
(International Scientific Conference)

Márta Törteli Telek  
University of Novi Sad, Serbia  
(International Methodological Conference)

Éva Vukov Raffai  
University of Novi Sad, Serbia  
(International Methodological Conference)

Научни и програмски одбор  
Tudományos programbizottság  
Znanstveni i programski odbor  
Scientific and Programme Committee

**Председник / Elnök / Predsjednica / Chairperson**

**Judit Raffai**  
**University of Novi Sad, Serbia**

Чланови научног и програмског одбора  
A tudományos programbizottság tagjai  
Članovi znanstvenog i programskog odbora  
Members of the Programme Committee

Milica Andevski  
University of Novi Sad,  
Serbia

Éva Borsos  
University of Novi Sad,  
Serbia

Noémi Görög  
University of Novi Sad,  
Serbia

László Balogh  
University of Debrecen,  
Hungary

Benő Csapó  
University of Szeged,  
Hungary

Katinka Hegedűs  
University of Novi Sad  
Serbia

Edmundas Bartkevičius  
Lithuanian University, Kauno,  
Lithuania

Eva Dakich  
La Trobe University, Melbourne,  
Australia

Erika Heller  
Lóránd Eötvös University,  
Budapest, Hungary

Ottó Beke  
University of Novi Sad  
Serbia

Zoltán Dévavári  
University of Novi Sad,  
Serbia

Rita Horák  
University of Novi Sad,  
Serbia

Stanislav Benčič  
University of Bratislava,  
Slovakia

Péter Donáth  
Lóránd Eötvös University,  
Budapest, Hungary

Hargita Horváth Futó  
University of Novi Sad,  
Serbia

Annamária Bene  
University of Novi Sad,  
Serbia

Róbert Farkas  
University of Novi Sad,  
Serbia

Éva Hózsza  
University of Novi Sad,  
Serbia

Emina Berbić Kolar  
Josip Juraj Strossmayer  
University of Osijek,  
Croatia

Dragana Francišković  
University of Novi Sad,  
Serbia

Szilvia Kiss  
University of Kaposvár,  
Hungary

Rózsa Bertók  
University of Pécs,  
Hungary

Olivera Gajić  
University of Novi Sad,  
Serbia

Anna Kolláth  
University of Maribor,  
Slovenia

Radmila Bogosavljević  
University of Novi Sad,  
Serbia

Dragana Glušac  
University of Novi Sad,  
Serbia

Cintia Juhász Kovács  
University of Novi Sad,  
Serbia

Elvira Kovács  
University of Novi Sad  
Serbia

Lidija Pehar  
University of Sarajevo,  
Bosnia and Herzegovina

Márta Takács  
University of Novi Sad,  
Serbia

Mitja Krajncan  
University of Primorska, Koper,  
Slovenia

Anđelka Peko  
Josip Juraj Strossmayer  
University of Osijek,  
Croatia

Viktória Toma Zakinszki  
University of Novi Sad  
Serbia

Imre Lipcsei  
Szent István University, Szarvas,  
Hungary

Valéria Pintér Krekić  
University of Novi Sad,  
Serbia

János Tóth  
University of Szeged,  
Hungary

Lenke Major  
University of Novi Sad  
Serbia

Ivan Poljaković  
University of Zadar,  
Croatia

Vesna Vučinić  
University of Belgrade,  
Serbia

Sanja Mandarić  
University of Belgrade,  
Serbia

Zoltán Poór  
University of Pannonia,  
Veszprém, Hungary

Éva Vukov Raffai  
University of Novi Sad,  
Serbia

Pirkko Martti  
University of Turku, Turun  
Yliopisto, Finland

Vlatko Previšić  
University of Zagreb,  
Croatia

Smiljana Zrilić  
University of Zadar,  
Croatia

Damir Matanović  
Josip Juraj Strossmayer  
University of Osijek,  
Croatia

Zoran Primorac  
University of Mostar,  
Bosnia and Herzegovina

Julianna Zsoldos-Marchis  
Babeş-Bolyai University,  
Cluj-Napoca,  
Romania

Éva Mikuska  
University of Chichester,  
United Kingdom

Ivan Prskalo  
University of Zagreb,  
Croatia

Vesnica Mlinarević  
Josip Juraj Strossmayer University  
of Osijek, Croatia

Ildikó Pšenáková  
University of Trnava,  
Slovakia

Margit Molnár  
University of Pécs,  
Hungary

Judit Raffai  
University of Novi Sad,  
Serbia

Ferenc Németh  
University of Novi Sad,  
Serbia

János Vilmos Samu  
University of Novi Sad,  
Serbia

Siniša Opić  
University of Zagreb,  
Croatia

László Szarka  
University Jan Selyeho, Komárno,  
Slovakia

Slavica Pavlović  
University of Mostar,  
Bosnia and Herzegovina

Svetlana Španović  
University of Novi Sad,  
Serbia

Рецензенти / Szaklektorok / Recenzenti / Reviewers

Ottó Beke  
(University of Novi Sad, Serbia)

Viktor Fehér  
(University of Novi Sad, Serbia)

Eszter Gábrity  
(University of Novi Sad, Serbia)

Beáta Grabovác  
(University of Novi Sad, Serbia)

Szabolcs Halasi  
(University of Novi Sad, Serbia)

Katinka Hegedűs  
(University of Novi Sad, Serbia)

Laura Kalmár  
(University of Novi Sad, Serbia)

Lenke Major  
(University of Novi Sad, Serbia)

Zsolt Námesztovszki  
(University of Novi Sad, Serbia)

Judit Raffai  
(University of Novi Sad, Serbia)

János Vilmos Samu  
(University of Novi Sad, Serbia)

Éva Vukov Raffai  
(University of Novi Sad, Serbia)



Аутори сnose сву одговорност за садржај и језички квалитет радова. Надаље, изјаве и ставови изражени у радовима искључиво су ставови аутора и не морају нужно представљати мишљења и ставове Уредништва и издавача.

A kiadványban megjelenő tanulmányok tartalmáért és nyelvi helyességéért a szerző felelős. A kiadványban megjelenő írásokban foglalt vélemények nem feltétlenül tükrözik a Kiadó vagy a Szerkesztőbizottság álláspontját.

Autori snose svu odgovornost za sadržaj i jezičnu kvalitetu radova. Nadalje, izjave i stavovi izraženi u radovima isključivo su stavovi autora i ne moraju nužno predstavljati mišljenja i stavove Uredništva i izdavača.

The authors are solely responsible for the content and the language of the contributions. Furthermore, statements and views expressed in the contributions are those of the authors and do not necessarily represent those of the Editorial Board and the publisher.

СПОНЗОРИ КОНФЕРЕНЦИЈЕ / A KONFERENCIÁK TÁMOGATÓI / ПОКРОВИТЕЛЈИ  
KONFERENCIJE/ CONFERENCE SPONSORS

Megvalósult  
a Magyar Kormány  
támogatásával



MINISZTERELNÖKSÉG  
NEMZETPOLITIKAI ÁLLAMTITKÁRSÁG



BETHLEN GÁBOR  
Alap



EMBERI ERŐFORRÁSOK  
MINISZTERIUMA



**PANNON RTV**  
[WWW.PANNONRTV.COM](http://WWW.PANNONRTV.COM)



EMŐKE VARGA

University of Szeged Juhász Gyula Faculty of Education (JGYPK), Szeged, Hungary

[v.emo21@gmail.com](mailto:v.emo21@gmail.com)

## **RESEARCH IN THE JGYPK API ART FOR EDUCATION RESEARCH GROUP OF THE UNIVERSITY OF SZEGED**

### *Abstract*

The Art for Education Research Group (Művészettel az Oktatásért Kutatócsoport – MűÖK), which has been operating since 2009 at the Juhász Gyula Faculty of Education at the University of Szeged, deals with artistic and interdisciplinary issues that can be placed in the perspectives of higher education practice.

The presentation presents the history and results of the workshop, highlighting the two topics that are at the center of the research, professional and artistic programs of MűÖK as a self-organized intellectual community made up of researchers, instructors, pedagogues and students: in what way and what methodological principles of student research can be used to expand (1) the digital art education of young children, and (2) the teaching material on the communication forms of picture book storytelling. In line with the narrow theme of the conference, the presentation of the research history will focus on the following question: under what conditions can the exploitation of artistic phenomena "experienced" in empirical research coordinated in the workshop in projects and conferences become a driving force for further intellectual activities? When and why new solutions were or may be needed that question the congruence of the "detached" and that affect the organisation and the guidelines.

**Keywords:** *research group, art education, picture and interactive book*

### **1. Rationale for the topic**

The Art for Education Research Group (Művészettel az Oktatásért Kutatócsoport – MűÖK) was founded in 2009 at the Juhász Gyula University of Szeged, Faculty of Teacher Education, and deals with interdisciplinary issues of art and science that are not or only partially perspectives in the Hungarian higher education practice. In the following, we will show that its history and the process of searching for new methodological "congruences" – in the narrow terminology of the conference – which defines its image, can also attract professional attention outside the framework of the parent institution. On the one hand, the research group strives to implement knowledge transfer at individual and organisational level and to develop flexible methods for the transmission of the arts, in line with the extended or third generation university model, and on the other hand, the research group's achievements in implementation have, in recent years, extended beyond the boundaries of the parent institution.

### **2. Structure and objectives of the research team**

The main objectives of the MűÖK are thus to research the following topics: how, along which methodological principles of joint teacher-student research and by thematising (sub)issues and research problems, (sub)questions, can the curriculum be extended (1) on the digital arts education of young children and (2) on the communicative forms of picture book storytelling. The aim of this extension, and of matrix-like cooperation with various types of institutions (university, inter-university and market players), is also to ensure that aesthetic aspects play as much of a role as possible in the future activities of future teachers, which are embedded in everyday practice and are subject to utilitarian and goal-oriented considerations. In their pedagogical practice, there should be a role for the

expansion of art and the discovery of the social and community-forming power of collective artistic activity.

The research group is composed mainly of students of pre-school education, as well as students of primary school teaching, social pedagogy and art, and of university (mainly faculty) teachers and researchers, and pre-school teachers. At the time of its creation, the number of members was only just over 20, but it has been constantly changing since then, as the success of the first MedvEst, an arts and science programme in spring 2010, which was followed by the national media, soon contributed to the complexity and growth of the membership. At the same time, it was clear from the outset that the key to sustainability is the continuity of the teaching presence and the ability to retain (at least part of) the student membership in the alumni system. The latter is also important because the useful time available for students in the 3-5 year, but especially the 3-year, bachelor programmes is quite short. "Extended" membership as a graduate teacher, on the other hand, not only creates the conditions for a natural transfer of information but can also act as an incentive for new members with student status.

The board, consisting of the president, the vice-presidents and the secretary, prepares projects for members, coordinates and promotes programmes, provides opportunities for professional-scientific and artistic performances for talented students [for this purpose, it issues membership books and certificates, and provides publicity through its own website ([www.muok.ucoz.hu](http://www.muok.ucoz.hu))].

The Institute for Primary School and Pre-school Teacher Training of the SZTE JGYPK has supported the projects of the Art Academy on several occasions by offering funding opportunities and by the Faculty's Scientific Grants Committee.

### **3. Reasons for the creation of MűOK**

The first reason that led to the creation, the formation and ultimately the matrix character of the research group, i.e. the development of a methodology for knowledge transfer in its own framework, is related to the following factors: the change in the institutional structure of the university (over the last two decades), the change in the roles and tasks of teachers and researchers, the emergence of a new student mentality with new characteristics, in line with the expectations of a consumer society.

#### *3.1. Institutional framework and its changes*

After the abolition of the undivided Hungarian teacher training in 2007, the operation of several departments at the Faculty of Pedagogical Education of the University of Szeged became impossible, and with it the need for the organisational restructuring of the faculty. Art, literature, music and visual arts education could only be continued within a new institutional framework. The new structure of the institutes, including the Teacher Training Institute (TÓKI, now the Applied Pedagogical Institute, API) and the Institute of Arts (from the creation of departments and specialised groups to the elaboration of the subject structure, the development of theoretical and practical training principles and the creation of staffing conditions), and the educational practice based on artistic and interdisciplinary principles, offered favourable conditions for the creation of self-organised research groups and workshops. The fact that these organisations were able to structure themselves relatively freely according to the needs of teachers and students, the questions they raised, their interests, etc. (the themes and methodologies of their programmes were not subject to rigid rules), meant that they were able to reduce the diversity that had arisen as a result of the forced dismantling of the previous educational structure and the new social and educational policy requirements.

#### *3.2. Changes affecting teaching tasks*

The accumulation of intellectual capital and experience at individual teacher level, which has been unused since 2007, has made it necessary to explore the theoretical and practical areas not yet covered, to prepare and start knowledge transfer and to renew the links between the institutional actors. This process was also triggered by the training principles of the TÓKI's pre-school teacher and primary school teacher training programme, which are based on the complexity of the different scientific and artistic disciplines, and by the fact that institutional representatives from different disciplines and artistic fields began to collaborate on joint extra-curricular projects. An indirect consequence of this situation of constraint is thus the self-development and increased investment in human capital by teachers, including extra-curricular workshops and research. In the MűOK, teachers in the fields of music, visual arts, literature, pedagogy, mathematics, philosophy and biology have been involved in

occasional, self-organised working relationships with representatives of different levels of the institutional structure. In numerical terms: In the period 2010-2022, in the framework of 22 programmes, nearly 50 teachers-researchers participated in joint projects, 23 of them from the University of Szeged, 14 from other higher education institutions (Moholy-Nagy University of Art and Design, Péter Pázmány University, University of Pannonia, Kecskemét College, Eötvös Loránd University, Hungarian University of Fine Arts, Károli Gáspár University of the Reformed Church, Constantine University of Nitra) and 11 from cultural institutions.

### 3.3. Changes affecting the tasks of student integration

As a consequence of the marketisation of the University of Szeged as a third generation university, the institution and its staff have to use more and more methods typical of the business world to recruit and attract students (general context on this issue, *Petőné Csuka Ildikó*, 2014). The quantity principle to the detriment of quality and overcrowding are not conducive to running workshops. Programmes that mediate the arts, which are extra-curricular and take place at the 'expense' of leisure time, are now only attractive to the most dedicated students, as there is no tangible and immediate benefit to participation, and the work of research or mediation is time- and energy-consuming. Even after more than a decade (2009-2022), we can see that the first initiatives launched by a large student collective – aimed at creating a good community, acquiring knowledge and increasing the prestige of the profession – are fading away, with idealism being replaced by pragmatism. And although the cause of a research group or an art mediation workshop has never been a matter for the masses, the continued functioning of an organisation based on the cooperation of students, teachers and researchers, such as the MűOK, is no longer ensured by the "bottom-up" organisation, but either by the interpersonal relationship between teachers and students (if this is dynamic enough) or by the aim of gaining credits for scholarships or by the intention and plans to (pre-)write a thesis (e.g. participation in empirical research).

Overall, the "incongruence" that was experienced earliest within the workshop itself was thus caused by the massing of the broader cultural characteristics, including higher education, on the one hand, and, on the other hand, by internal institutional factors between 2013 and 2018: mainly management provisions concerning the expansion of human resources and the internal structuring of the institution. In this period, there was little control, for example, over the healthy ratio between the number of students and the number of workshops within a department. While on the one hand it was welcome that within two or three years six more research groups were able to start operating within the institute (TÓKI), which had between 500 and 600 staff, and this, at least initially, had a 'stimulating' effect on the professional activities of both teachers and students, on the other hand, the functioning of human resources and professional-pedagogical objectives were not subject to much management control. As the student 'market' soon proved too small anyway, the initiatives died out after one or two professional events (often due to the loss of professional motivation or status of the workshop leader). It should be noted, however, that the concept of a system of subject requirements that allowed for the integration of departmental-institutional empirical research into optional courses was able to resist the risk of fragmentation that also affected the MűOK for a while. This solution, which undoubtedly offered convenience and consensus, was particularly effective in years when students could choose from a narrower range of optional subjects offered by the institute and not by the 'plentiful supply' of the university.

One example in relation to the MűOK: from 2014, the students of the *Pedagogical Communication Skills Development* course were able to learn about and try out in practice the use of the interactive storybook, an innovative method of storytelling, which had only appeared on the international market a few years earlier and on the domestic market only a year earlier. The relevant theoretical issues were also covered in the lessons of the *Art for Education* and *Picture Book Research* courses, in line with the thematic perspectives of the course. In addition to exploring the differences between print and digital book storytelling, these optional courses also aimed to process data collection, interviews and measurement experiences of children's interactive and picture book storytelling experiences in kindergarten classrooms.

It is clear that the requirement to carry out tasks and then to be held to account for their completion made the work of the research teams more predictable in the short term, but it was also clear that it limited the autonomy of both teachers and students, which was at the heart of the workshops.

Although the original intention was to preserve the very essence of student-teacher workshops outside the classroom, a faculty "umbrella organisation", i.e. a higher organisational level, which was intended to bring together the workshops and research groups operating at the JGYPK, could not fulfil its purpose, in fact, due to a lack of interest from the teaching staff, and within a few years it was reduced to the framework of the institute and the department.

The institute-departmental management principles, which thus institutionalised the parallelism of extracurricular workshop work and formal teaching, the free passage of the two platforms, and the promotion of professional and research work outside the classroom, helped in the short term to prevent the slowing down of the processes of self-organisation of MűOK. In the long term, however, all this could not be a solution, not only because of the draining effect of fragmentation and the competition between workshop leaders, which was still prevalent during this period, but also because it could not merely mask or remedy the social consequences of the student mentality (see the weakening of perseverance, professional curiosity and motivation).

The change in thinking resulting from these educational and cultural processes, and the new values that transformed the student's perception of education, led to a point in the history of the research group that can be considered a paradigm shift. A transformation of project management strategies that had previously seemed self-evident became necessary. The primary challenge or problem was not so much finding the most appropriate digital platforms or organising common working hours, but in several cases the health exposure of members to the pandemic and the inadequacy of propaganda tools to attract new members to the research team. While the integration of academics and researchers into the project proved to be smooth in relation to the situation, the information transfer processes for students became diffuse and fragmented. The increase in the number of semesters, which only allowed for a certain period of time for working on a part-time basis, was accompanied by the disappearance of individual plans for continuity and renewal of membership and, more generally, of the ambition to fulfil individual professional ambitions.

Despite this, although only a few (4), student representatives of the MűOK participated in an online conference (*Taboo in Children's Literature*) with a national scope, in collaboration with researchers from several universities. Their participation was considered by the media (radio, online press) as effective and noteworthy (Gódegy, 2022).

With a renewed membership and new research plans, in the spring of 2022, MűOK began a new era in its history. Undoubtedly, motivating members today must include more practical aspects than before, and the principles of the research group's leadership, perhaps even more than in the beginning, must be characterised by teaching dedication, good strategy and perseverance. Furthermore, there is no doubt that the results of pedagogical motivation are spread over a smaller number of students (mainly pre-school teacher and primary school teacher students) and a smaller number of students (15-20 people). However, a new phenomenon is that the degree of involvement in joint tasks, the identification with the objectives has intensified, the old forms of "presence" (e.g. participation in structured meetings) and the new forms (e.g. participation in the "presence" meetings) have been replaced by new forms of "presence". At least the results - an art programme (*Kész csoda!*) and a children's book research project on the impact of illustrated stories by János Pilinszky in 2022 - seem to demonstrate the students' deepening in their work.

To sum up the figures so far: since 2009, nearly 400 people have participated in the art and science programmes of MűOK as individuals, another 100 in groups (movement arts performances) and 14 teachers have taken an active role after graduation.

#### **4. MűOK projects**

In the terminology of the theory of complex art education, the cultural-artistic programmes of the last decade or more at the MűOK have been based primarily on the principle of the "total art system", while the artistic and interdisciplinary research on the process of reception of artistic values has been based on the principle of "single rootedness".

##### *4.1. The 'whole-arts system' principle - arts programmes*

According to a theoretical tradition based on the principle of interoperability of the arts (visual arts, music, dance, literature, architecture, etc.), sensory cognition of the world is achieved through convergence, i.e. overlap between media and sign systems, on the one hand, and complementarity, i.e.

the complementary relationship between the reference areas of the arts, on the other (*Skrapits*, 2014). The thematic programmes of the workshop, which aimed at a multifaceted presentation of a well-defined issue or a universal artistic symbol, were essentially structured along this principle. Between 2009 and 2022, on 7 of the 22 occasions, the group presented programmes organised around the symbolism and cultural history of the bear, the tree, the number five and light, using elements of movement, music (vocal and instrumental), literature, puppetry and visual arts (still and moving), with a total of more than 300 participants and an audience of 80-100 people at a time. The presenters were students from SZTE JGYPK, as well as lecturers from the Teacher Training Institute, the Institute of Arts, the Faculty of Humanities, Pázmány Péter University, and Kecskemét College (Table 1).

**Table 1:** *Inter-arts and interdisciplinary researches conducted by the SZTE JGYPK Art for Education Research Group (MűOK)*

<b>Date</b>	<b>Title of the event</b>	<b>Co-organiser/ institution represented by invited speaker</b>
10 May 2011	I. K <sup>3</sup> – képes-könyv-kritika	-
27 October 2011	Tehetséggondozás az alsó tagozatban	co-organiser: Vasvári Pál Általános Iskola, Székesfehérvár meghívott előadó által képviselt intézmény: Vasvári Pál Általános Iskola, Székesfehérvár Pannon Egyetem
27 April 2012	A Fa: fa-ábrázolások a művészetekben	institution represented by invited speaker: Pázmány Péter Katolikus Egyetem
24 April 2013	II. K <sup>3</sup> – képes-könyv-kultúra	co-organiser: SZTE JGYPK TÓKI Játékos Matematika Kutatócsoport co-organiser: MOME Kreatív Technológia Labor
15 April 2014	App-nap. Az interaktív mesekönyv	meghívott előadó által képviselt intézmény: MOME Kreatív Technológia Labor Magyar Gyermekirodalmi Intézet ELTE TÓK Kecskeméti Főiskola
6 May 2015	A Kicsi, a Szorgos és a Lusta. Előadássorozat a Kiskakas gyémánt félkrajcárja, valamint A tücsök és a hangya interaktív könyves adaptációinak empirikus kutatásairól	-
24 September 2015	Az interaktív könyvek empirikus kutatásai a Művészettel az Oktatásért Kutatócsoportban. Előadások a Kutató hallgatók éjszakáján	-
15 November 2016	III. K <sup>3</sup> – képes-könyv-kutatás	-

9 May 2017	<p>Ki látott, ki hallott? Előadássorozat a Móra Kiadó - BOOKR KIDS elektronikus könyveinek empirikus kutatásairól</p>	<p>co-organiser: BOOKR Kids Kft. meghívott előadó által képviselt intézmény: BOOKR Kids Kft. institution represented by invited speaker: Neumann János Egyetem  Károli Gáspár Református Egyetem  Magyar Népmesekincstár Mesepedagógia Műhely</p>
14-15 May 2021	<p>Tabu a gyermekirodalomban. Online konferencia</p>	<p>Szegedi Tudományegyetem BTK  Debreceni Református Hittudományi Egyetem  Pompás Napok Egyesület  Újvidéki Egyetem Zombori Tanítóképző Kar  Magyar Képzőművészeti Egyetem  Univerzita Konštantína Filozofa v Nitre</p>
29 March 2022	<p>Kész csoda! Beszélgetés Csodaceruza magazin főszerkesztőjével, valamint a 3-6 éves gyermekekkel készített interjúk bemutatása</p>	<p>institution represented by invited speaker: Csodaceruza Szerkesztősége Szegedi ÓVI Vedres Utcai Tagóvodája</p>

As an example of the "all-arts" concepts, the very first MűOK event, MedvEst, had a value-forming power in terms of its personalities, the diversity of statuses (student, teacher, lecturer, artist) on the one hand, and the variety of artistic (sub)fields and modes of transmission (bassoon and guitar music, piano playing, scenic sayings, poetry and storytelling, play-exhibition) on the other. The preparation period, which lasted several months, enabled the members to experience the impact of the different artistic creations, to test and develop their own skills as performers, organisers, communicators, social workers, etc. At the most recently organised anniversary celebration of Csodaceruza magazine, which played a significant role in the emancipation of children's literature in Hungary after the regime change, the research team attempted to "extend" the overall artistic project to the age group, at least in that the impact of the magazine's text and image material on the target audience was not only measured using empirical research tools, but also presented: the teachers and students presented a programme of poems, stories and illustrations alongside young children.

#### 4.2. The "single rootedness" principle - research programmes

The principle of "single rootedness" in art pedagogy, associated with László Németh and Zoltán Kodály, is based on the exploration of the interrelationships between different artistic disciplines and disciplines, their analogies, connections and common patterns (*Skrapits*, 2014). In addition to this concept, and in line with the view that science and art are not independent or contradictory but



correlative concepts that describe different aspects of human cognition (Marosi, 2007), the MűOK has focused its qualitative and empirical research on picture books and interactive storybooks, which are relevant and appropriate to its profile. The research, which is still ongoing, is innovative in two respects: its subject matter and its methodology. In the first decade of the third millennium, unemancipated children's literature research in Hungarian literary studies, including picture book research, was unthematicised or unclear, and the picture book genre was uncharted not only in terms of general theory but also in terms of the empirical process of reception (contemporary illustrations and the artistic impact of poems and story texts).

This gap inspired the data collection that began in 2012, where the questionnaires used were piloted (structured in a circular way according to the qualitative research methodology and modified in the light of the results), aiming to explore the impact of aesthetic-poetic features on young children's receptors and on the mediators of books (teachers and parents). The results were summarised in a series of presentations at three student conferences organised in collaboration with the Hungarian Institute of Children's Literature (Table 2).

The MűOK was among the first in Hungary to start research on the interactive storybook, a genre that digitally extends picture and illustrated books, and which is revolutionising children's literature by introducing a new platform. This artistically complex "book", which can be defined in a matrix of still and moving image, musical sound effects and sound effects, written and spoken language, can only be approached - to use the terminology used above - by means of the principle of "single rootedness", i.e. by means of interdisciplinary tools, including communication and film theory, semiotics, pedagogy, sociology, the psychology of reception, aesthetics, etc. (Schwebs, 2014; Varga, 2020).

In 2013-2014, the workshop tested one of the first Hungarian-language adaptations of an interactive book, *Little Rooster and His Diamond Halfpenny*, which is the first among the applications accompanied by a research programme. The aim of the data collection of the research, carried out among around 200 preschool and school-age subjects, was to compare the impact of the digital adaptation of the Laszlo Arany fairy tale on young children users and the characteristics of the reception process of the printed picture book variations. The measurements were carried out in collaboration with the Creative Technology Laboratory, a development team at the Moholy-Nagy University of Art and Design, and the results were presented at the IGEL conference on the interrelations between literature and media at the University of Torino and at the national App-nap in Szeged (Ruttkay and Varga, 2014; App-nap).

In 2014-2015, MűOK measured the user experience of a well-known Aesopus story, *The Ant and the Grasshopper*. Both the picture book and the interactive storybook variations by TabTale and Clue Pop were measured, the latter are being well-known applications on the international user market. The main topics were: differences in prior text knowledge and user experience; priorities in the perception of still and moving image elements; advantages and disadvantages: the aesthetic impact of fairy tale adaptations on children aged 3-8, young learners with learning disabilities and triplets; and the liking index of pre-school, social education and teaching students as mediators. The research on these topics was carried out by the workshop members with the continuous participation of 35 people over several months, and the results were summarised in student presentations entitled *The Small, the Busy and the Lazy. A series of presentations on empirical research on the interactive book adaptations of The Little Rooster and His Diamond Halfpenny and The Ant and the Grasshopper*.

From 2016 onwards, the aim of the MűOK research will be to develop applications that assume active-transformative participation, i.e. applications that adapt previously published picture books into a multimedia environment. These data collection activities, carried out in ongoing collaboration with BOOKR Kids, the largest start-up company in Central and Eastern Europe, have produced significant professional and socially valuable results for MűOK over the past year. The cooperation, which thematically aims at investigating and conveying artistic-aesthetic values in addition to the linguistic and visual features of applications, such as skill development, communication and reception theory, is an example of the so-called knowledge transfer processes of "extended universities". According to the Triple Helix (Ertzkowitz) concept, which models the essence of a new type of institutional operation, the university is a complex innovation factor through the three-way relationship between the university-academic, economic and governmental bodies. It becomes matrix-like: researchers and teachers have access to development centres, and there is the possibility to involve students both in research and in the economic applications of innovations (Rámháp, 2017). In terms of the workshop's

activities, this meant that between 2016 and 2020 BOOKR Kids gave professional publicity to its own pedagogical developments based on the data records of the MűOK and the opinions of experts associated with the workshop, and ensured collaboration by offering research grants, staff status (internships) and organising workshops. The third actor of the model, named as a governmental body, was the Digital Well-being Programme, which represented the official educational policy programme and supported a 30-hour teacher training course called *Interactive Book. Reading comprehension development with BOOKR Kids digital books* with a grant in 2017-2019, which was a joint project of the company and the University of Szeged, accredited by the JGYPK.

**Table 2:** Cultural and artistic programmes organised  
by the SZTE JGYPK Art for Education Research Group (MűOK)

<b>Date</b>	<b>Title of the event</b>	<b>Co-organiser/ institution represented by invited speaker</b>
9 March 2010	MedvEst	- institution represented by invited speaker:
Autumn 2010	Fa-art fotópályázat	SZTE BTK institution represented by invited speaker:
20 October 2010	Fa-art kulturális est	SZTE BTK
April 2012	Éjszakai tölgyfa – kiállítás gyermekek és a Művészeti Intézet hallgatóinak illusztrációiból	-
26 March 2013	Mi a MűOK?	- institution represented by invited speaker:
5 November 2014	5-let(T) Az ötéves Művészettel az Oktatásért Kutatócsoport művészeti-tudományos estje	SZTE JGYPK TÓKI Játékos Matematika Kutatócsoport institution represented by invited speaker:
29 September 2015	Fény és árnyék. A Művészettel az Oktatásért Kutatócsoport művészeti estje	SZTE JGYPK TÓKI Játékos Matematika Kutatócsoport institution represented by invited speaker:
22 March 2016	Család a tündérmesékben. Dr. Bárdos József könyvbemutatója	Kecskeméti Főiskola institution represented by invited speaker:
27 February 2018	Mese, mese, már ma. A MűOK vendége Dr. Bárdos József	Kecskeméti Főiskola
4 December 2018	A könyvek életre kelnek - Bevezetés az interaktív könyv elméletébe és gyakorlatába a BOOKR Kids alkalmazásaival. Könyvbemutató	meghívott előadó által képviselt intézmény: BOOKR Kids Kft. ELTE

28 November 2021	A Tabu a gyermekirodalomban című tanulmánykötet online bemutatója	-
29 March 2022.	Kész csoda! Verses összeállítás a Csodaceruza magazin irodalmi anyagából	meghívott előadó által képviselt intézmény: Szegedi ÓVI Vedres Utcai Tagóvodája

The 2017 case study results were presented at the *Who saw, who heard?* conference, where developers, researchers, students of the workshop's pre-school and social pedagogy courses, and - in the framework of the alumni programme - recent graduates of the workshop gave presentations on the impact and communication characteristics of contemporary literary and visual art (illustration) works transposed into digital interactive books (e.g. *The Lice Story*, *Who Ate the Raspberry?, I'll Tell You About the Green Pig*, *Terka Around the World*). Some of the topics covered: conditions for motivating interaction; acoustic and visual mediation; the issue of "immersive reading"; picture books and interactive books. An edited version of the presentations is included in the first Hungarian book on the use of interactive books in the educational process, *Books Come to Life: An Introduction to the Theory and Practice of the Interactive Book with Bookr Kids*. Members of MűOK, who are students at the JGYPK, majoring in pre-school and social pedagogy (still studying or already graduated), wrote six papers in the third chapter (Boldog et al., 2018. pp. 78-106), and several of them contributed to the faculty presentation of the volume (*Books come to life*). The usefulness of researching artistic (still and moving image, literary) values along the traditional principle of "rootedness", but with new and flexible methods, has been acknowledged by several national platforms (see, among others, *HVG.hu*, 2017; Tóth, 2018; Kocsis, 2018; Fehérváry-Ménes, 2022).

A project of MűOK 2021, which explored taboo topics in children's literature, was related to the theme of an online conference organised by the Department of Pedagogy and Early Childhood Education of SZTE JGYPK API (*Taboo in children's literature*). The members of the research team were first year students of pre-school education who undertook to explore the following questions by means of an online questionnaire (small sample): what topics "do not belong" in a children's book and what criteria are used to assess this question, and to what extent the social background determines the answers; are there differences between the answers of teachers and non-teachers, especially with regard to death, mourning, war, enlightenment, illness, disability, and the communicability of black education. The conference and the publication of a book of edited versions of the presentations (Varga, Turcsányi and Pusztai, 2021) were welcomed by readers interested in the topic and by a wider professional audience (Gökhan and Pataki, 2021).

## 5. Summary

This paper presented the objectives, structure and projects of the Art for Education Research Group (MűOK) at the Juhász Gyula Faculty of Teacher Education of the University of Szeged, which has been operating since 2009, and outlined the major events in the history of the research group against the background of the changing educational and cultural contexts in Hungary. It focused on issues related to institutional structure, human resources for teaching and research and the integration of student membership, which led to the emergence of a new "paradigm" of the organisation, i.e. the development and adoption as a value of new pedagogical and methodological strategies.

## BIBLIOGRAPHY

- A Kicsi, a Szorgos és a Lusta. Előadássorozat. *Website of Art for Education Research Group (MűOK)*. Source: [http://muok.ucoz.hu/index/a\\_kicsi\\_a\\_szorgos\\_es\\_a\\_lusta/0-42](http://muok.ucoz.hu/index/a_kicsi_a_szorgos_es_a_lusta/0-42) [11 July 2022]
- A könyvek életre kelnek. Kötetbemutató. *Website of University of Szeged Juhász Gyula Faculty of Pedagogy*. Source: <http://www.jgypk.u-szeged.hu/hirek/szte-jgypk-2018-december/konyvek-eltre-kelnek> [11 July 2022]

- App-nap: Az interaktív mesekönyv.* Konferencia. University of Szeged Juhász Gyula Faculty of Pedagogy Art for Education Research Group – Moholy-Nagy University of Art and Design Creative Technology Laboratory. Szeged, 15 April. 2014. Source: <http://gyermekirodalom.hu/?p=7399> [11 July 2022]
- Boldog Anna, Daróczi Gabriella, Horváth, Dorka, Horváth, Dorottya, Richter Gergely és Varga Emőke (2018): *A könyvek életre kelnek. Bevezetés az interaktív könyv elméletébe és gyakorlatába a BOOKR Kids alkalmazásaival.* Móra-BOOKR Kids Kft., Budapest.
- Fehérváry-Ménés Anna (2022): *Interaktív mesekönyv – hasznos vagy káros?* Source: <https://www.noklapja.hu/aktualis/2022/04/24/interaktiv-mesekonyv-barat-vagy-ellenseg/> [3 Aug. 2022]
- Gődény, G. Andrea (2022): Amiről nem lehet beszélni, arról hallgatni kell? *Katedra.* 29. Vol. 9. 20–23.
- Gökhan, Ayhan és Pataki Mónika (2021): *A mesében nem létezik tabu.* Source: <https://igyic.hu/tanari/a-meseben-nem-letezik-tabu.html> [16 Mar. 2022]
- [HVG.hu] (2017): Nem akárhik mondják: ezt a magyar mesekönyv-alkalmazást minden kisgyereknek érdemes megmutatni. *Heti Világgazdaság.* Source: [http://hvg.hu/tudomany/20170908\\_bookr\\_kids\\_mesekonyv\\_mese\\_alkalmazas\\_kutatas\\_szte](http://hvg.hu/tudomany/20170908_bookr_kids_mesekonyv_mese_alkalmazas_kutatas_szte) [11 July 2022]
- Ki látott, ki hallott? Előadássorozat a Móra Kiadó - BOOKR KIDS elektronikus könyveinek empirikus kutatásairól.* Konferencia. University of Szeged Juhász Gyula Faculty of Pedagogy Art for Education Research Group. Szeged, 9 May 2017.
- Kocsis Bernadett (2018): Első lépések az interaktív könyvek világában. *Szegedi Egyetemi Magazin,* 12.
- Marosi Ernő (2007): Művészet, tudomány – művészettudomány. *Magyar Szemle,* 16. Vol. 7–8. Source: [http://www.magyszemle.hu/cikk/20070712\\_muveszet\\_tudomany\\_%E2%80%93\\_muveszettudomany](http://www.magyszemle.hu/cikk/20070712_muveszet_tudomany_%E2%80%93_muveszettudomany) [12 Sep. 2018]
- Petőné Csuka Ildikó (2014): *Emberitőke-elemzés a felsőoktatásban oktatók körében.* Source: <https://ideas.repec.org/s/pkk/vf2104.html> [3 Aug. 2022]
- Rámháp Szabolcs (2017): Felsőoktatási továbbtanulási motivációk Magyarországon a változó ifjúság és a piacosodó felsőoktatás tükrében. Source: [https://rgdi.sze.hu/images/RGDI/honlapелеmei/fokozatszerzesi\\_anyagok/Ramhap\\_Szabolcs\\_doktori\\_disszertacio.pdf](https://rgdi.sze.hu/images/RGDI/honlapелеmei/fokozatszerzesi_anyagok/Ramhap_Szabolcs_doktori_disszertacio.pdf) [12 Sep. 2018]
- Ruttkay Zsófia és Varga Emőke (2014): *Illustration, interaction and text in interactive books for early readers.* IGEL: International Society for the Empirical Study of Literature and Media. L'Università di Torino, Torino, 21–25.
- Schwebs, Ture (2014): Affordances of An App a Reading of The Fantastic Flying Books of Mr. Morris Lessmore. *Nordic Journal of ChildLit Aesthetics,* 5. Vol. 1. Source: <http://www.childlitaesthetics.net/index.php/blft/article/view/24169> [3 Aug. 2022]
- Skrapits Borbála (2018): *Komplex művészeti nevelés értelmezése hazai példák alapján.* Source: <http://ofi.hu/publikacio/komplex-muveszeti-neveles-ertelmezese-hazai-peldak-alapjan9> [12 Sep. 2018]
- Tabu a gyermekirodalomban – bemutatkozik a tanulmánykötet. *Magyar Gyermekirodalmi Intézet weboldala.* [Gyermekirodalom.hu](http://gyermekirodalom.hu). Source: <https://gyermekirodalom.hu/?p=12466> [16 Mar. 2022]
- Tóth Ida (2018): *Végtelen sztori. Olvasás – a jó illusztráció fejleszti a fantáziát, a bővli viszont elkényelmesít.* *Magyar Idők Lugas.* Source: <https://magyaridok.hu/lugas/vegtelen-sztori-3177802/> [12 Sep. 2018]
- Varga Emőke (2020): *Az interaktív könyv: Teóriák és példák.* L'Harmattan Kiadó, Budapest.
- Varga Emőke, Turcsányi Enikő és Pusztai Virág (2021, szerk.): *Tabu a gyermekirodalomban.* Magyar Gyermekirodalmi Intézet, Budapest.

**AУТОРИ / SZERZŐK / AUTORI / AUTHORS**

16. MEЂУНАРОДНА НАУЧНА КОНФЕРЕНЦИЈА  
16. NEMZETKÖZI TUDOMÁNYOS KONFERENCIA  
16. MEĐUNARODNA NAUČNA KONFERENCIJA  
16<sup>TH</sup> INTERNATIONAL SCIENTIFIC CONFERENCE

- |                            |                         |                              |
|----------------------------|-------------------------|------------------------------|
| 1. Bacsa-Bán Anetta        | 13. Ines Katić          | 25. Námesztovszki Zsolt      |
| 2. Balogh Regina           | 14. Kovács Írisz        | 26. Ivana Nikolić            |
| 3. Lucija Belošević        | 15. Andre Kurowski      | 27. Bojana Perić Prkosovački |
| 4. Blatt Péterné           | 16. Valentina Majdenić  | 28. Richárd Kószó            |
| 5. Ђорђе Л. Цвијановић     | 17. Major Lenke         | 29. Rudnák Ildikó            |
| 6. Ana Izabela Dasović     | 18. Zvonimir Marić      | 30. Hrvoje Šlezak            |
| 7. Grabovac Beáta          | 19. Ivana Marinić       | 31. Szabóné Pongrácz Petra   |
| 8. Horák Rita              | 20. Hrvoje Mesić        | 32. Draženko Tomić           |
| 9. Tatjana Pleš            | 21. Eva Mikuska         | 33. Tin Užar                 |
| 10. Milena Ivanuš Grmek    | 22. Snježana Mraković   | 34. Emőke Varga              |
| 11. Александар П. Јанковић | 23. Nagy Kinga          |                              |
| 12. Kalmár Laura           | 24. Nagyházi Bernadette |                              |

CIP - Каталогизација у публикацији  
Библиотеке Матице српске, Нови Сад

37(082)

**УЧИТЕЉСКИ факултет на мађарском наставном језику. Међународна научна конференција (16 ; 2022 ; Суботица)**

Промена парадигме у образовању и науци [Електронски извор] : зборник радова = Paradigmaváltás az oktatásban és a tudományban : tanulmánygyűjtemény / 16. међународна научна конференција, Суботица, 3–4. новембар 2022. = 16. Nemzetközi tudományos konferencia, Szabadka, 2022. november 3–4. ; [уредници Viktor Fehér, Laura Kalmár, Judit Raffai]. - Суботица = Szabadka = Subotica : Учитељски факултет на мађарском наставном језику, 2022

Начин приступа (URL):

[https://magister.uns.ac.rs/files/kiadvanyok/konf2022/Inter\\_ConfSubotica2022.pdf](https://magister.uns.ac.rs/files/kiadvanyok/konf2022/Inter_ConfSubotica2022.pdf). - Начин

приступа (URL): <http://magister.uns.ac.rs/Kiadvanyaink/>. - Начин приступа (URL):

<https://magister.uns.ac.rs/Публикације/>. - Насл. са насловног екрана. - Опис заснован

на стању на дан: 26.12.2022. - Радови на срп., мађ., хрв. и енгл. језику. -

Библиографија уз сваки рад. - Summaries.

ISBN 978-86-81960-19-6

а) Образовање -- Зборници

COBISS.SR-ID 83886601