

СУБОТИЦА
SZABADKA
SUBOTICA
SUBOTICA
2024



13. МЕЂУНАРОДНА МЕТОДИЧКА КОНФЕРЕНЦИЈА

КОМПЕТЕНЦИЈЕ

13. NEMZETKÖZI MÓDSZERTANI KONFERENCIA

КОМПЕТENCIÁK

13. MEĐUNARODNA METODIČKA KONFERENCIJA

КОМПЕТЕНЦИЈЕ

13TH INTERNATIONAL METHODOLOGICAL CONFERENCE

COMPETENCES



13. Међународна методичка конференција

КОМПЕТЕНЦИЈЕ
Зборник радова

Датум одржавања: 7–8. новембар 2024.

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

13. Nemzetközi Módszertani Konferencia

КОМПЕТENCIÁK
Tanulmánygyűjtemény

A konferencia időpontja: 2024. november 7–8.

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

13. Međunarodna metodička konferencija

КОМПЕТЕНЦИЈЕ
Zbornik radova

Datum održavanja: 7–8. studeni 2024.

Mjesto: Sveučilište u Novom Sadu, Učiteljski fakultet na mađarskom nastavnom jeziku,
Subotica, ul. Strossmayerova 11., Republika Srbija

13th International Methodological Conference

COMPETENCES
Papers of Studies

Date: November 7–8, 2024

Address: University of Novi Sad, Hungarian Language Teacher Training Faculty,
Subotica, 11 Štrosmajerova str., 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**

Valéria Pintér Krekić

Уредник / Szerkesztő / Urednik / Editor

Márta Törteli Telek
Éva Vukov 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 978-86-81960-32-5

Суботица – Szabadka – Subotica – Subotica
2024



САДРЖАЈ
TARTALOM
SADRŽAJ
CONTENTS

| | |
|--|-----------|
| Babcsányi-Tóth Gabriella, Inczedy Piroska, Appl Zsuzsanna | 13 |
| A Waldorf pedagógiában rejlő lehetőségek a szociális kompetencia fejlesztésére | |
| Balogh Mónika | 21 |
| Interkulturális óvodai projekt bemutatása | |
| Anetta Bacsa-Bán, Sándor Kolacsek | 31 |
| Continuous Professional Development for Vet Teachers: Opportunities and Obstacles Based on a Case Study | |
| Bencéné Fekete Anikó Andrea | 45 |
| Tanulási kompetenciák fejlesztése a felsőoktatásban: Elméleti alapok és gyakorlati megközelítések | |
| Gyula Bíró | 53 |
| An innovative approach to teaching philosophy and ethics, integrating subjects | |
| Biró Violetta | 62 |
| Komplex művészetterápia bántalmazott serdülőkorú lányok körében | |
| Borsos Éva | 70 |
| A 4. éves tanító szakos hallgatók oktatási kompetenciája | |
| Dávid János | 77 |
| A hulladékmentes életmódhoz szükséges kompetenciák kialakítása kisiskolás korban | |
| Halasi Szabolcs, Borsos Éva, Námesztovszki Zsolt, Stajer Anita | 87 |
| A digitális eszközök használata és a fizikai aktivitás közötti összefüggés a vajdasági alsó osztályos tanulók esetében | |
| Ladnai Attiláné, Demeter Gáborné, Komlósi Veronika Júlia, Hoss Alexandra | 94 |
| Innovatív szemlélettel a neurodivergens gondolkodású gyermekekért | |

| | |
|--|------------|
| Marija Lorger , Mirna Putica, Ivan Prskalo | 105 |
| Opće i specifične kompetencije učitelja za provođenje sata Tjelesne i zdravstvene kulture | |
| Mező Katalin, Mező Ferenc | 112 |
| Tanuló-központú tanítást/tanulást támogató tanári kompetenciák | |
| Ivana Nikolić, Ivan Prskalo, Lana Mađar | 122 |
| Tjelesna aktivnost i sedentarno ponašanje roditelja i djece predškolske dobi | |
| Papp Zoltán, Manojlovic Heléna, Bükki Eszter, Kovács Elvira | 129 |
| Mesterséges intelligencia a szakképzésben: Tanári kompetenciák, kihívások és fejlesztési igények magyarországi és szerbiai kitekintésben | |
| Stankov Gordana, Papp Zoltán, Szilágyiné Szinger Ibolya | 148 |
| Matematikai és kognitív kompetenciafejlesztés táblázatos betűrendezés feladaton alapuló ismétléses permutációk tanításával óvodás és általános iskolás gyerekeknek | |
| Гордана Станков, Габриела Тот-Бабчањи | 160 |
| Алгебарске структуре и ученичке компетенције | |
| Draženko Tomić | 168 |
| Načelo zornosti u nastavi, prema časopisu <i>Kršćanska škola</i> | |
| Mariann Tóth | 175 |
| Application Possibilities of Drama Pedagogy in Secondary Church Schools Based on Interviews | |
| Törley Gábor, Bernát Péter | 187 |
| Típusfeladatok megoldási módszerei táblázatkezeléssel és programozással | |
| Smiljana Zrilić, Anđela Knežević, Karmen Travirka Marčina | 197 |
| Kompetencije studenata završnih godina učiteljskih studija za prepoznavanje darovite djece | |
| Vedrana Živković Zebec, Ines Pacek | 208 |
| Representation of Characters with Disabilities in Picture Books | |
| Аутори / Szerzők / Autori / Authors | 217 |



AN INNOVATIVE APPROACH TO TEACHING PHILOSOPHY AND ETHICS, INTEGRATING SUBJECTS...

GYULA BÍRÓ

Honorary associate professor, Faculty of Education, Gál Ferenc University,
director-general, GFE Szarvas Practice Primary School and Kindergarten, Szarvas, Hungary
biro.gyula@gfe.hu

Abstract

Beyond the curricular, didactic, and psychological aspects of teaching philosophy and ethics in public education, this presentation explores the process of cultivating the moral sense inherent in individuals and the pedagogical support necessary for this development. The presentation delves into the unique curricular approach of these subjects, examining their place within a comprehensive and integrated social science curriculum, including their knowledge base, activities, and curricular structuring principles. Through a comprehensive analysis of the curriculum, the presentation reveals the „presence” of values across various subject areas and levels of education, demonstrating their ubiquitous nature in all educational activities and subjects. Numerous pedagogical methods and activities can facilitate the learning of philosophy and ethics, all of which share a common emphasis on experiential learning, personal engagement, active participation, and real-world application. The creation of a questioning community and the use of questioning techniques, which involve a series of questions that require successive levels of thinking (factual, analytical, and conceptual), are highlighted. The presentation demonstrates the process of activating these three levels of thinking. The methodological approaches discussed aim to transform students from passive recipients of information into active, thinking, inquisitive, evaluating, experimenting, exploring, debating, and participating learners, thus assisting students in their "ascent" of Wittgenstein's ladder. The central question of the presentation is: What skills must be developed through these subjects, and how can this be achieved in educational practice? The presentation addresses the development of information processing, questioning, reasoning, creative thinking, and evaluation skills. Finally, the presentation provides an overview of virtue ethics and character education grounded in an anthropological perspective.

Keywords: ethics, moral education, skill development, integrated subjects, levels of thinking

1. Introduction

The integration of ethics and moral education as a standalone subject in the Hungarian educational system has placed an unprecedented burden on both educators specializing in the subject's methodology and educators teaching the new subject.^{1,2} The very question of ethics and its teachability may also

¹ Currently, the subject can be taught by teachers with a primary school teacher qualification in grades 1-4, by ethics teachers with an MA in grades 5-8, or by any teacher with a 60-hour accredited pedagogical training course. Initially, there was an education policy intention to phase out the 60-hour training and make a teaching qualification a prerequisite for teaching the subject. However, this did not happen.

² Kormos, József (2021): *Az etika tantárgy tanításáról*, Pázmány Péter Katolikus Egyetem. [On the Teaching of Ethics]

arise.³ It is only logical that for teachers specializing in this subject, the teachability of morality is not in question. However, for many, it remains a question whether a separate subject is necessary and, if so, what kind of morality or ethics should be taught in state-funded institutions without privileging any single philosophical or ethical perspective. There is a need to seek the possibilities of a universal, consensus-based ethics, even if different moral philosophies provide different answers to individual questions.⁴ Jelenits István argues that “although a non-religious foundation is more difficult, it is still possible.” (Jelenits 1993, Kamarás 2015)

People in the 21st century encounter societal manifestations, news, and fake news every day that have ethical implications. The functioning of moral decision-making and the grounding of these decisions is not solely the task of a single subject, but there is a natural demand for a "framework and venue" within a subject-specific context to address moral and practical philosophical questions. Plato's *Republic*⁵ is well-known, in which, through the myth of Gyges, the fundamental human and philosophical question is posed: why should we be moral, why should we be good? The story of Gyges demonstrates what it is like to be able to do anything – under the cloak of invisibility, without fear of exposure. Plato's classic conclusion is that morality is valuable in itself, regardless of the benefits or potential harm of an action.

To illuminate the moment the 21st-century person is experiencing, I would like to highlight an intriguing perspective: today's preschoolers, who start institutionalized education at the age of three, will be retiring "sometime in 2080." How peculiar it is to ponder what it takes for an individual to say at the end of their life journey, "I have lived a happy life." Undoubtedly, some will discuss the power of knowledge, while others will offer wise thoughts about the joy of living. However, if we examine the question from the perspective of pedagogy, psychology, or the expectations of economics, we find that life and key competencies include such things as applicable knowledge, cooperation, teamwork, and the ability to collaborate, and the list could go on... The foundation of a happy life is a multi-layered structure of competencies. Numerous thinkers, politicians, and social scientists of our time express their concern about the decline of morality. They can provide countless examples by highlighting contemporary extremes. The "vital importance" of ethics can be approached from the perspective that moral questions always involve the exploration of fundamental life questions: to recap briefly, who is a good person? What constitutes a good life? What is a good society? What is good politics? What is the difference between law and morality? How do we live within our society? Who am I? What should I do with my life? What is the meaning of life? But we could also list countless professional ethics questions, for example, from the fields of medicine, natural sciences, business, or even educational ethics. Interest in ethics is tangible. The questions posed by ethics and philosophy have been constant elements of human history.

The only constant is change. How can we prepare for the unknown? How can we prepare for a world of uncertainty? Society and pedagogy alike pose these questions. Let this be a rhetorical question... A test of reality.

Following László Gáspár⁶, a general aim of pedagogy is to make the world more comprehensible, manageable, and learnable for students. Within a disciplinary system where education is still considered a science and structured around subjects, it is necessary to simplify and model pedagogical practices.

³ It is teachable because moral development can be influenced through pedagogical activities. Following J. Piaget, L. Kohlberg, and L. Goldmann, "Teaching means providing content for good and evil, developing the ability to distinguish – mental ability, logical thinking, problem-solving, judgment, imagination, affect, guiding feelings, conscience, dedication, enthusiasm and passion – learning means internalizing." (Váriné 1994, Kamarás 2015)

⁴ Universal ethics is about what needs to be done for the well-being of the community, with personal human dignity as its starting point." (Orosz 1991, Kamarás 2015) "To be human is a task, and it has a universal measure." (Jelenits 1993, Kamarás 2015)

⁵ Platón (2018): *Állam*. Budapest: Atlantisz Kiadó Kft.. [Plato: *Republic*]

⁶ Gáspár, László (1978): *Egységes világnézet, komplex tananyag*. Budapest: Tankönyvkiadó. [Unified Worldview, Complex Curriculum]

The National Curriculum outlines autonomy, innovation, and the creative activity of teachers as professional standards. When examined from a curricular perspective, we can trace this back to the 1870s and the subsequent development of the Hungarian National Curriculum from 1995 to 2012-2020. The emergence of flexibility, the adaptability of expectations, the cooperation between the national curriculum and framework curricula, and the inclusion of local characteristics offer exciting opportunities for creative teachers and their communities.

The importance of philosophical and ethical education, if we were to summarize it in a few sentences, is evident in the context of value crises, the need for social integration, the re-evaluation of common values and norms, and generational tensions. The question remains, however, how to teach values? When we align the characteristics of moral individuals – autonomous, empathetic, transcendent – with the principles of moral education – independent thinking, caring for others, upholding principles of justice and fairness – we inevitably return to the fundamental questions of what is good for me, what is good for others, and what is good for everyone? The primary question related to this subject is how to teach values?^{7,8}

Philosophy and ethics in schools can be examined from several perspectives. The fundamental task of schools is to provide philosophical and ethical education, to convey models and values, the primary tool of which is fostering a culture of debate without judgment. Ethical education is not limited to a single subject but encompasses the entire school environment and all its stakeholders. However, it is futile to expect ethics, or even religious education, to be a "magic bullet" that solely determines students' morality. Despite this, its role is to provide behavioral models, to help students understand differences in values, and to create opportunities for analysis and the civilized discussion of differing opinions.

The content of the curriculum is based more on personal experiences drawn from everyday life and connected back to it, rather than on theoretical knowledge. The methodological foundation for this is experiential learning and personal involvement, which differs from front-loading. This presupposes a unique methodology that supports and promotes the ability to process information, ask questions, reason, think creatively, and evaluate. The suggested methodological approaches for philosophy and ethics are value clarification and value articulation.⁹

⁷ Values are present in all educational activities and in every subject in the curriculum. However, it is evident that there is a need for specific opportunities – lessons – where the development of thinking about values takes place. *Értékek a tantervben* – [Values in the Curriculum] see in detail Lívía Hajduné Tölgyesi: *Az erkölcsstan szükségességéről* [On the Necessity of Morality].

⁸ Robert Fisher (2002): *Tanítsuk gyermekeinket gondolkodni erkölcsről és erényekről*, Budapest: Műszaki Könyvkiadó. [Teaching Our Children to Think About Morality and Virtues]

⁹ Value clarification is the teacher's task in value socialization to encourage students to articulate and clarify their moral positions. Value articulation differs from value clarification in that it confronts the clarified, articulated positions and subjects them to debate. We model real-life ethical dilemmas, which we analyze, discuss, present arguments and counterarguments, and formulate value judgments.

2. Textbook and Curriculum Development¹⁰ – Alive to the world

The Hungarian adaptation of the "Alive to the World"¹¹ textbook series began in 2017 under the professional program implementation of the Gelsey Vilmos Pedagogical Institute of the Szeged-Csanád Diocese, with the professional cooperation of the predecessor of Gál Ferenc University. In addition to translating the original English textbook series¹², a comparative analysis of the German language editions, including a comparison of texts and curriculum structures, was also carried out in parallel with the original English edition. During the development of the professional concept, it became clear that the original textbook series and its associated materials and teacher's manuals could not be directly used in the Hungarian education system. Therefore, in addition to the basic translation, it was necessary to adapt the texts to the Hungarian context, including modifications, cuts, and restructuring of individual lessons – and consequently, the overall text structure – to develop a suitable curriculum.

As the team leader and professional coordinator, I had the privilege of leading an exciting textbook development project for ethics and morality that garnered international attention. This project, alongside the state-issued new generation textbooks, offers a novel approach that is both Christian-conservative in spirit and modern and innovative in its methodology, providing educators with a fresh and inspiring curriculum. When we talk about textbook development, we obviously understand it as a comprehensive system that encompasses both curriculum and instructional materials.

Alongside textbook and curriculum development, we established a theoretical foundation for the social sciences and their integration into the subject structure. This integrated system, adopting a multi- and interdisciplinary perspective, synthesizes content from diverse disciplines into a coherent whole. While the didactics of this approach are beyond the scope of this study, a significant aspect is the 'dissolution' of traditional disciplinary boundaries in curriculum development. Ethics, as a philosophical discipline, exemplifies this structure, encompassing various fields of study, school subjects, and curricular content. Our primary objective was to create a complex, problem-based curriculum and textbook that centered on social issues and was driven by students' interests and real-world experiences.

The aim of the curriculum development was to provide professional support for an innovative renewal of pedagogical and subject-specific pedagogical approaches, not only in the practice of public education but also in teacher training and continuing education.

Beyond the creation of the resulting products – an ethics textbook series for grades 1-8, teacher's manuals, and a curriculum – the program development involved its professional implementation, horizontal dissemination, training sessions, and analytical presentations in publications.

¹⁰ The Ministry of Human Resources and the Hungarian Catholic Bishops' Conference, as part of a joint program for the development of unified religious textbooks, have defined the visual style, unified design, and the requirement for a modern, child-friendly atmosphere of the books. The development of textbooks in Hungarian literature and grammar, history, physics, and mathematics took place simultaneously, coordinated by the Catholic Pedagogical Institute. The creative team involved in the project: Bíró, Gyula, Project Manager and Team Coordinator, Szunyogh Dénesné – translation, proofreading Jármay, Fruzsina – translation, proofreading, Kállay, Csilla – translation, proofreading, Erőss, Réka – translation, proofreading, Fenyődi, Andrea – Editor, Creative Editor, Bíró, Gyula – Creative Editor, Dobai, Eszter – Textbook Developer – upper grades, Ábrahám, Erika – Textbook Developer – upper grades, Csombó, Zoltán – Typesetter – upper grades, Miskolczi, Szilvia – Editor – upper grades, Jordán, Gergely – Editor – upper grades, Gál, Szilvia – Editor – lower grades, Kozári, Zsolt – Typesetter – lower grades, Péntzesné Börzsei, Anita – Textbook Developer – lower grades, Szepsi, Rita – Textbook Developer – lower grades, Gajda, Szilvia – Graphic designer (upper and lower grades), Hupján Józsefné – Technical editor (upper and lower grades), Dobai, Bálint – Language editor, proofreader, Bata, Sarolta – Language editor, proofreader, Kőszeghy, Csilla – Graphic designer – lower grades, Hegedűs, Márton – Graphic designer – upper grades, Oravecz, Gergely – Graphic designer – upper grades. Language editors: Dr. Janka, Ferenc – Scientific editor/Christian content/, Dr. Lehmann, Miklós – Scientific editor, Dr. Hamvas, Endre – Scientific editor, Dr. Lestyán, Erzsébet – Pedagogical and methodological editor, M-Rácz, Tünde – Pedagogical and methodological editor

¹¹ <https://alivetotheworld.org/>

¹² The original source: *Alive to the World* – a working translation titled „*Szeretet iskolája*” [*School of Love*]

Program Development Goals:

- Development of ethics textbooks and accompanying materials, maintaining the textbook series.
- Creating a curriculum framework for the new ethics textbook to be introduced into the public education system.
- Facilitating the implementation, piloting, and evaluation of the new textbook.
- Developing, implementing, and teaching a "D" type university course on subject didactics as a foundational course in teacher training.
- Preparing course materials.

3. The goal-setting system and activities that define Program Development

The conceptualization and indicators of the program were shaped by the interplay and alignment of individual and diocesan-level development and innovation concepts, as well as national professional policy and development endeavors. The realization of this program involved textbook development, adaptation¹³, curriculum development, and syllabus creation, aiming to create a comprehensive, modern ethics teaching program and textbook series. The program development also included the evaluation of the outcome's effectiveness, quality assurance, and durability. The outcome, an ethics textbook series for grades 1-8 in the public education system and its accompanying framework curriculum, provides both church and state institutions with the option of selecting this textbook. It is important to note that this textbook was developed by a church-affiliated pedagogical institution but is offered as an option to state institutions. Religious schools can use the textbook to support their homeroom activities, considering that ethics is not a separate subject in their curriculum but is embodied in the religion subject, in accordance with their worldview.

The distinctive features of the developed teaching content and curricula are:

- they increase the structured nature of the learning process and place greater emphasis on guiding students step by step,
- they guide activities and tasks from the beginning to the end of the lesson,
- they are competency-based, promoting the development of personal competencies as well as social and thinking skills,
- they have a unique thematic focus, providing opportunities for research-based and experiential learning through their contextualization,
- the teaching content is up-to-date and provides broad and relevant knowledge,
- they have a deep psychological orientation and an integrative pedagogical-psychological foundation, making them suitable for the application of pedagogical methods aligned with individual psychology personality theory,
- they convey European and Christian values,
- influence is conveyed latently through the good example of others, role modeling, and gentle, loving encouragement.

In this development project, we defined our goal as follows: textbooks can be considered "ready for use" only when optimal teaching-learning units, tools, assessment elements, and expert reviews are available. Optimal functionality presupposed that the goal and requirement system is clear, understandable, and linguistically correct, the content elements and requirements are well-developed, the timeframes are realistically defined, and the proposed methods and tools are accessible.

The quality of the teaching materials was supported by the piloting and testing of the textbooks, which was an integral and decisive phase of the process, based on the feedback of practising teachers who tested the textbook series. The development research was conducted according to a one- or two-year schedule. Diagnostic tests, input and output measurements were planned for development research purposes. These were partially implemented in the program, resulting in the omission of data analysis, comprehensive evaluation of results, and the reporting of the program to developers, teachers, and the public through informative materials – final reports.

Within the testing phase, the implementation process of the teaching materials emerged, which included planning the trial, establishing relationships with testing schools, providing professional training for teachers participating in the testing, piloting the materials, recording and accurately

¹³ The original source: *Alive to the World* – a working translation titled „*Szeretet iskolája*” [‘School of Love’]

documenting the results of the trial. We planned to involve all learning units in the trial. This was not fully realized; we conducted trial lessons by grade. According to the plan, a case study would have been prepared for each trial, and after a multidimensional analysis, the authors could prepare a synthesis of them based on unified criteria.

The textbook development was accompanied by a system of monitoring, feedback, and evaluation. Two types of evaluation emerged during the development process. One was internal, formative evaluation, which measured the student against themselves, providing feedback on their own developmental process and ensuring feedback for both the student and the teacher, as well as identifying errors within the curriculum for the purpose of developing solutions. The other was external, diagnostic measurement, whose function was to assist in planning at the input stage, adaptation during the teaching process, and innovation at the end of testing and piloting.

The final form of the outcomes – textbooks, self-developed framework curriculum, and teacher's manuals – was planned to be developed after synthesizing the experiential conclusions and would have served as the basis for determining the future tasks of the implementation period.

These ensure the wider dissemination of the new textbooks, teacher training for teaching the materials, knowledge sharing, and networked learning. As mentioned above, these were partially realized. This was due to the accelerated schedule for the completion of the textbooks and their accreditation process to be classified as textbooks.

4. What makes a good ethics book?

What does a child-centered, practical, illustrative, and enjoyable ethics textbook look like? How can it simultaneously clarify abstract concepts and everyday dilemmas? "I am free because I know; I alone am morally responsible for everything I do," says American science fiction writer Robert Anson Heinlein¹⁴. Freedom, responsibility – can and how can a fifth, seventh, or eighth-grader understand this?

According to Piaget, a child has two kinds of morality: the morality that results in rule-following behaviour in relation to adults, and the experience of actively shaping rules in their own groups.

When reading a truly good ethics textbook, we encounter moral dilemmas, experience difficult situations, process specific life situations, and practice the most complex kind of human emotion: moral emotion.

According to Weiner¹⁵, moral emotions are social emotions that show us what is right and wrong, good and bad, appropriate and necessary. Moral judgement is inseparable from emotions. Moral emotions include anger, contempt, guilt, remorse, pride, compassion, epicaricacy and gratitude. A good textbook allows students to develop their moral emotions and acquire important dimensions of emotional intelligence through its texts and tasks.

Children and students can practise their newly acquired cognitive skills, as the curriculum and methodological tools help stabilize the operations of compensation and reversibility. An upper-grade student is already able to mentally compare two aspects of a problem and identify reversible or mutually exclusive relationships, but they may still be uncertain on the ground of abstraction. A good ethics textbook can gently pull the receptive mind from concrete interpretations towards abstraction and provide a stable normative framework for coping with situations. A good textbook can capture everyday reality, help draw conclusions, and for this challenging task, it must provide a basis of "smart" and objective, informative, and well-organized content. By studying a good textbook, students have the opportunity for continuous self-observation and self-presentation, and for becoming aware of their responsibility for themselves and others.

We aimed to create such a "good textbook." Partially.

5. The textbook

The project involved a comprehensive vertical development of a textbook series for grades 1-8, including accompanying professional introduction, promotion, teacher training, and the development of a related teacher training portfolio. Since this was an adaptation, the English text was translated into Hungarian and "Hungarianized." Preliminary examinations showed that the English and German

¹⁴ Retrieved from <https://www.citatum.hu/idezet/40638/> [20. 11. 2019.]

¹⁵ Juhász, Márta – Takács, Ildikó (szerk.) (2006): *Pszichológia*, Budapest: Typotex Kiadó. [Psychology]

versions of the textbook were highly text-centered, more like a book than a textbook. Therefore, comprehensive curriculum development, text refinement, content and pedagogical program development were carried out during the adaptation process. Experts involved in the development were invited in 2017-2018, and agreements were signed with curriculum developers, editors, and typesetters. During the first meetings, the adaptation process was presented, along with the planned deadlines, the main issues of content adaptation, and the structure of the textbooks. In accordance with Hungarian textbook and subject requirements, we had to work with significantly fewer lessons and pages compared to the original textbook. The staff required continuous expansion and professional instruction throughout the nearly four-year creative process. The lead editor, who had an overview of the entire development activity, played a significant role in this.¹⁶ The textbook appears with a unique visual world, so we also had to coordinate graphic activities and, within a larger textbook development project, integrate the subject unit into the overall look and consistent appearance of the religious textbook development program. These works could begin in 2018, and the development activities were carried out with continuous professional cooperation, and the manuscripts were carefully maintained. The finished textbooks were prepared in cut A/4: 205*285 mm, and B/5 sizes: 165*235 mm. Regardless of thickness, the textbooks were thread-bound, and the workbooks were stapled up to 96 pages, and PUR-glued from 96+ pages. During the development process, the material was continuously reviewed, so in addition to the activities of the professional and scientific, and pedagogical editors, under the coordination of the professional management, a scientific editor was also involved to monitor the ecclesiastical aspects. The textbook development activities warranted trial teaching, so we "recorded" the invited teachers and those commissioned by the pedagogical institute who conducted trial teaching in an online questionnaire. Due to the specific nature of the subject, we gave one or more trial lessons to try out in the case of some textbooks. Time was also a factor. Based on these feedbacks, in consultation with the editorial team through the lead editor, and by professionally analyzing the reviewers' comments, we made a decision on their validation. During the project period, we coordinated the work of nearly thirty development staff with continuous professional guidance. A preliminary comparison of the original textbook with Hungarian textbooks showed that due to the different country practices, the original textbook content could be identified from the third to the eighth grades, so it was necessary to develop a first and second-grade workbook and curriculum independently based on our own concept to complete the textbook series.

Detailed breakdown of textbooks: Grade-specific titles, number of developers involved, and key thematic areas covered:

Grades 1-2

Let's Go!

Developers: 1

Workbook for two grades, developed by our own creative team. 3 manuals.

Main themes: joining a community, growth, health, environmental protection, emotions, faith, tasks.

The experienced stories of Anna and Dani, the cousins, and other related tasks

Adaptation and Revision (Alive to the world – series)

Grade 3

June Saunders & Christine de Marcellus Vollmer: Caring and Sharing

Becoming Part of a Community

Developers: 3

Main themes: family, school, responsibility, change

Grade 4

Authors: Christine de Marcellus Vollmer & Carlos Beltramo Alvarez: We are a Team

We are a Team!

Developers: 3

Main themes: school, responsibility, sports, perseverance, teamwork

¹⁶ Fenyődi, Andrea

Grade 5

Authors: June Saunders & Christine de Marcellus Vollmer: Different and Complementary

Different and Complementary

Developers: 3

Main themes: diversity, conformity, habits, women and men, freedom, dangers

Grade 6

June Saunders & Christine de Marcellus Vollmer: Friends!

Associates and Friends!

Developers: 3

Main themes: friendship, help, conformity, support, decisions, changes, health

Grade 7

June Saunders & Christine de Marcellus Vollmer: Changes and challenges

Changes and challenges

Developers: 3

Main themes: emotions, trust, adolescence, independence, responsibility

Grade 8

Authors: June Saunders & Christine de Marcellus Vollmer: Personality Plus

Freedom and Responsibility

Developers: 3

Main themes: self-confidence, respect, independence, relationships, perseverance, cooperation

The textbooks are illustrated by one person (grades 1-4) and two people (grades 5-8).

The textbook series for grades 1-4 has been accredited and received textbook certification.

6. Higher Education Connection – Teacher Education

In line with the evolving roles of teachers, new types of teaching content with new perspectives need to emerge in higher education as well. Within this framework, we need to strive to familiarize students with various teaching roles and "student-centered," cooperative methods in teacher training programs. As a related program, we planned to develop a new course in teacher training, as a so-called "D" type elective course. The competency development focuses of the course are issue management, problem identification, setting realistic goals, problem-solving, critical thinking, responsibility, empathy, cooperativity, project planning, ICT tool use, subject-specific new types of evaluation, and school-based development tracking. The subject didactics course supports the methodology of teaching ethics in grades 1-4, strengthening student competencies that, in addition to a scientific foundation, provide knowledge in the field of modern educational and pedagogical concepts, introduce various learning methodologies with the aim of cooperation and interactivity. The goal of the course is to provide real methodological assistance for the elaboration of the main topics in ethics by synthesizing pedagogical and psychological knowledge. In addition to theoretical foundations, students can help shape and develop student groups and communities, and they are able to organize and guide the learning process in an experiential way. The course deals with the philosophical perspectives, models, goal systems, and social dimensions of moral education and teaching, as well as related content issues, with a particular emphasis on methodological and learning organization procedures. The aim of the course is to provide adequate curriculum knowledge, enabling students to reflectively plan the teaching process and further break down teaching units along thematic units.

It was identified as a deficiency that until 2024, at our university, in teacher training, we did not encounter, beyond the general intellectual modules, a subject didactics course that would prepare students for the practical application of this new subject and new type of approach. Students have studied general and normative ethics as a subject of the "human in society" discourse, but they have not learned methodology and subject didactics on how to transform this knowledge into age-specific curriculum requirements for grades 1-4. In 2024, a new subject appeared at the GFE Faculty of Teacher Training, fitting in with the educational practice present since 2012, with a new pedagogical perspective on ethics and its didactics. The focus is on active methods, where the teacher is the organizer, helper,

facilitator of learning, and can apply cooperative learning methods, pedagogical procedures of differentiation, knows the methods of child cognition, modern methodological techniques of ethics and philosophy, the "initiation" of thinking about values, which establishes a questioning community, teaches the technique of "Socratic questioning," and helps students climb the "Wittgensteinian ladder."

7. In conclusion

Our study aimed to demonstrate the unique position of the ethics subject within the curriculum and, through a related innovation program, to present one of the moments of complex curriculum and textbook development. In order to understand the unique position of the ethics – and philosophy – subject within the education system, we close with this short story:

“They built a house that collapsed that very evening... Immediately, a meeting is held, and the sand, lime, and cement are summoned to find out why the house collapsed. First, they ask the sand how it all happened and what it remembers.

– I was just mixed into the whole thing, – it says.

Then they ask the lime.

– I was just added to the whole thing.

Finally, it is the cement's turn, who simply says monotonously: – I wasn't even there!”¹⁷

BIBLIOGRAPHY

- Bíró, Gyula (szerk.); Fenyődi, Andrea (szerk.) (2022) *Közösségbe lépünk: Etika tankönyv a 3. évfolyam számára*. Szeged: Gerhardus Kiadó. [Becoming Part of the Community: Ethics for 3rd Graders]
- Bíró, Gyula (szerk.); Fenyődi, Andrea (szerk.) (2022) *Egy csapat vagyunk: Etika tankönyv a 4. évfolyam számára*. Szeged: Gerhardus Kiadó. [We're a Team: Ethics Textbook for 4th Graders]
- Bíró, Gyula–Fenyődi, Andrea (szerk.) (2023) *Különbözünk és összetartozunk, Etika tankönyv a 5. évfolyam számára*, Szeged: Gerhardus Kiadó. [Unity in Diversity: Ethics for 5th Graders]
- Bíró, Gyula–Fenyődi, Andrea (szerk.) (2023) *Társak és barátok, Etika tankönyv a 6. évfolyam számára*. Szeged: Gerhardus Kiadó. [Companions and Friends: An Ethics Textbook for 6th Graders]
- Bíró, Gyula–Fenyődi, Andrea (szerk.) (2023) *Változások és kihívások, Etika tankönyv a 7. évfolyam számára*. Szeged: Gerhardus Kiadó. [Growing Up: Facing Changes and Challenges, An Ethics Textbook for 7th Graders]
- Bíró, Gyula–Fenyődi, Andrea (szerk.) (2023) *Szabadság és felelősség, Etika tankönyv a 8. évfolyam számára*. Szeged: Gerhardus Kiadó. [The Balance of Freedom and Responsibility: Ethics for 8th Graders]
- Fenyődi, Andrea (szerk.); Péntesné Börzsei, Anita (szerk.) (2022) *Útnak indulunk: Etika tankönyv az 1-2. évfolyam számára*. Szeged: Gerhardus Kiadó. [Our Journey Begins: Ethics for First and Second Graders]
- Hajduné Tölgyesi, Livia (2012) *Az erkölcsstan szükségességéről. Új pedagógiai szemle 62. évf. 4-6. sz.* [The Need for Ethics]
- Kamarás, István (2015) *Embertan-erkölcsstan sztori. Pro Pannónia Kiadói Alapítvány, Pannónia könyvek.* [A Story of Human Nature and Values]
- Kormos, József (2021) *Az etika tantárgy tanításáról. Pázmány Péter Katolikus Egyetem.* [A Story of Human Nature and Values]
- Lányi, András (2012) *Erkölc óra az iskolában. Új pedagógiai szemle 62. évf. 4-6. sz..* [Ethics Education in Schools]
- Fisher, Robert (2002) *Tanítsuk gyermekeinket gondolkodni erkölcsről és erényekről.* Budapest: Műszaki Könyvkiadó. [Developing Moral Reasoning in Children]
- Fisher, Robert (2012) *Hogyan tanítsuk az értékeket. Új pedagógiai szemle 62. évf. 4-6. sz..* [A Guide to Teaching Values in Schools]
- Váriné Szilágyi, Ibolya (1994) *Az erkölcs, a néző és a cselekvő szemszögéből.* Budapest: Scientia Humana. [Morality: The Observer's and the Actor's Point of View]

¹⁷ Retrieved from: <https://www.viccesviccek.hu/Ertekezlet/> [10. 09. 2024.] [Meeting]

CIP - Каталогизација у публикацији
Библиотеке Матице српске, Нови Сад

371.13(082)
371.3(082)

УЧИТЕЉСКИ факултет на мађарском наставном језику. Међународна методичка конференција (13 ; 2024 ; Суботица)

Компетенције [Електронски извор] : зборник радова = Kompetenciák : tanulmánygyűjtemény / 13. међународна методичка конференција, Суботица, 7-8. новембар 2024. = 13. Nemzetközi Módszertani Konferencia, Szabadka, 2024. november 7-8. ; [уредник Márta Törteli Telek]. - Суботица : Учитељски факултет на мађарском наставном језику, 2024

Начин приступа (URL): <https://magister.uns.ac.rs/publ/2024/978-86-81960-32-5>. - Начин приступа (URL): <https://magister.uns.ac.rs/Kiadvanyaink/>. - Начин приступа (URL): <https://magister.uns.ac.rs/Публикације/>. - Насл. са насловног екрана. - Опис заснован на стању на дан 30.01.2025. - Радови на мађ., хрв. и енгл. језику. - Библиографија уз сваки рад. - Summaries.

ISBN 978-86-81960-32-5

а) Учитељи -- образовање -- Зборници б) Васпитачи -- образовање -- Зборници в)
Учитељи -- Компетенције -- Зборници г) Васпитачи -- Компетенције -- Зборници д)
Настава -- Методика -- Зборници

COBISS.SR-ID 162035721