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Review on articles titled '*Challenging Aims in Management Teacher Training*' and '*Preparing Teachers and Experts for Discipline of Management*' (original title of the paper in

Russian: Подготовка специалистов и преподавателей по дисциплине 'Менеджмент')

by Katalin, Hajdicsne Varga

Katalin Hajdicsne Varga describes the recent situation of so called *management teacher training* in her two papers in English and Russian, which is a special field of teacher education, from points of view of its development, history and from the point of view of its specific features, as well. [Published in H. Varga Katalin (2011): *Beszéd- és szövegrögzítés. Történeti áttekintés és helyzetkép*. Kaposvár, pp 87-98.]

One can see that this history mentioned before is reasonably short, as the author writes. '*None of the Hungarian universities took the challenge*' e.g. education of management teachers but Nyiregyhaza College did it, in 1974. In this short history, a lot have happened and changes still happen nowadays, too.

The author structures her study in English in seven chapters: *Management teacher training in traditional training system; Contemporary basic Hungarian training for students of art on management specialization; A probable basic of management specialization; Possibilities to move to a Masters program from this specialty; Renewed profession – fields of utilization, opportunities In the work market; Summary.*

Namely, the Bologna-process of the Hungarian higher education has had, and still has an enormous impact on this field of training, recently. It is declared in the reviewed papers. The Bologna process is rarely considered as a good change. It can be considered as a positive effect of this kind of transition, one of the perspectives offered by Bologna changes. Due to these changes a new direction opened in front of the pre-service management teachers and also for their trainers. As to dual training, the would-be management teachers will be educated in order to make them able to '*work independently (..)*', develop and use their foreign language skills, organizational, writing and organizational abilities.

The training itself offers a wide range of the units leading to the diploma of management teacher, like *interpersonal communication, written communication, secretarial communication* together with various course-repertoire.

The perspectives of the manager-teacher training are visible also in possibilities of moving to MA level, of course, from one hand due to the modular structure of the training and from the

other hand the broad training offer. Thus, graduated from BA level former students *'will be able to join any of the accredited tertiary institutes'* in Hungary, as author writes.

A program's value is very often considered on the base of its role and practical worth on labour market and also it depends on its capability for renewal and diversity. As the author writes, the training provides job opportunities and good skills and basic principles of communication at any field of society. Also, the training is responsible for affording such capabilities like adequate reaching of information, joining scientific life, good language usage and in summary in *improvement of students' personal talent*.

The study in Russian reviews the expert and teacher training and adds a detailed plan of training of such professionals in management. The content of the paper is a) describing the problems of preparing management expert in traditional education environment b) contemporary basic training of bachelors in management c) suggested knowledge of managers d) secretary communication e) the master level training f) renewing the profession g) socio-economic environment and training h) conclusions. These aspects of training offer a wide range of knowledge, attitudes, competences and skills for the future management teachers and experts which is extremely important, not only from the point of view of profession but also from the point of view of using them in various fields of work and in everyday life of a perpetually changing society.

Katalin Varga, Hajdicsné is known as an engaged and responsible professional and this commitment is noticeable on the base of papers, studies and scientific activities. These two studies of her are also confirmations of this involvement.

As the common conclusion of many recent researches that the most effective component or main role player in success of education is the teacher, the further direction of the studies can be the emphasizing the role of the trainers in progress of training of teachers and experts in management; what kind of impact do the management teacher trainers have on the training process? What role do the teacher educators play in acquiring the before mentioned skills and competences? Another point of view can be that methodology, means and processes while the teacher education contents are being transmitted towards the pre-service experts during the training period. Also it would be useful to have information about the success of the training from representatives of labor market and employers themselves. No doubt that the author will focus on these topics in her future writings and the scientific public opinion is looking forward to reading it.