Képzés és Gyakorlat

Training & Practice

A tartalomból:

The present issue of our journal offers a selection of lectures delivered in German and English at the 10th International Jubilee Training and Practice Conference

- **ADAM Z: KRZYK:** The Approach to English Language Teaching in the Polish Education System

- **VASSILIKI RIGA:** Physical education in Greek Early Years' curriculum

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PROLOGUE

Benedek Elek Faculty of Pedagogy (University of Sopron) and the Faculty of Pedagogy (University of Kaposvár) organized the 10th Jubilee Training and Practice Conference at the University of Sopron on 27 April 2017. The motto of the conference was: *"Diversity in National, International Educational Researches and in the Pedagogical Practice"*.

The aim of the conference was to examine the latest national and international results in education and the innovative trends and procedures in order to support meeting and dialogue between lecturers and researchers. The conference opened new dimensions for professional relationships and introduced research results in pedagogical practice as well. The programme attracted more than 200 participants from several national and international institutes of higher education. The conference had 22 sections where scientific lectures, poster presentations and "good practices" of public education were introduced in the field of pedagogy, psychology, sociology, arts, sport, language and communication and digital pedagogy.

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VARINTHORN BOONYING[1] – CHALONG CHATRUPRACHEWIN[2]

Teacher Professional Learning Community (TPLCs) on Social Studies Toward 21 st Century Learning: A Case Study of Primary Schools in Sukhothai Province, Thailand

This research was a qualitative study aimed to improve the teachers' teaching on social studies toward the 21st century learning of schools in Sukhothai Province, Thailand where methods of learning management were accordingly employed along with the learning in the 21st century. The data were collected from 2 schools with two administrators, twelve teachers, and one hundred students. The data collections were in-depth interview, observation, document study and focus group. The data was analyzed by content analysis.

The steps of TPLCs learning were including three steps 1) plan 2) do and observe and 3) reflect. The findings showed that TPLC's learning supports teachers in improving their practice through learning new curriculum and instructional strategies and the methods for interacting meaningfully with each child.

1. Introduction

Educational development in Thailand has long journey. Learning reform in 21st century is the core of educational reform that aspires to change the learning culture of Thai people in the entire nation to better prepare children for the higher educational demands of life and work in the 21st century. Besides, it also intends to improve the quality of Thai people by leading them for self-directed learning. Still, there is a simple overarching metaphor that has helped teachers appreciate the revolution of learning that there are starting to share experiences among teachers to develop their tasks. The work that teachers and student are doing in the suburban public schools that they consider to be the best in the nation is supposed to be the gold standard for all of the nation's children. Thailand has embarked on an ambitious series of reforms which increase complexity of educational reform. So, the teacher professional learning communities (TPLCs) become a powerful tool for that phenomenon and spreading in the international realm as a new model of professional development. Schools and teachers have been given the support and skills of children's need to implement this new approach toward 21st century learning. According to Chanbanchong (2010) pointed out the important of the teacher college, which is

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the largest teacher provider, cannot attract competent professor/lecturers working of their career. This is the main obstacle to produce qualified teachers in the future. In addition, in term of productivity improvement of teacher career market incentive, by comparing to other occupations, teachers get poorer paid, lack of support in academic training reflecting their teaching skills and dedication to students to be undervalued in the appraisal system.

The result of the 2015 Programme for International Student Assessment (PISA) shows sharp falls in mathematics, sciences and reading scores for students in Thailand (OECD, 2016). Thai students are underperforming their peers in several Asian countries as their scores were below the international average in all three subjects. The surveyed of the knowledge and skills in mathematics, sciences and reading of more than half a million 15-year-olds across 70 countries worldwide. Thai children scored 415 points in maths, far lower than the international average of 490 points. In sciences, Thai students scored 421 points, much worse than the international average of 493. And in reading, Thais scored 409 points, well below the OECD average of 493 points.

Nowadays, primary teachers teach almost every subject is a common issue, in some subjects, students are not being taught at the required level that is no emphasizing on implementation and specialization. The practice of shared vision involves the skills and experiences in learning management among teachers are not miscellaneous enough. TPLC will be included teachers of varies schools in who are collaboratively and continually working together for the betterment of social studies subject of primary students. Furthermore, the most TPLC could be engaged teams of teachers to focus on the needs of their students (Senge, 2010). They learn and problem solve together in order to ensure all students achieve success.

2. Objective of the study

The research aimed to improve the teachers' teaching on social studies toward the 21st century learning of primary schools in Sukhothai Province, Thailand.

3. Literature review

3.1 21st Century competencies

Globalization, changing demographics and technological advancements are some of the key driving forces of the future. Thai students will have to be prepared to face these challenges and seize the opportunities brought about by these forces. Social studies should make innovations

related to changes of 21st century skills and learning paradigm, which is characterized by the principles of disclosure of information, computing, automation, and communication. Technology integration into social studies learning is one of the learning innovations in the global-digital era, and powerfully supports of the national curriculum. Therefore, learning management to develop Thailand's education in this century must aim to move towards collaborative learning between teacher and students by focusing on "learning process rather than knowledge" and "answer finding process rather than answers." In order to achieve the goal for 21st Skills which include the three important skills, as follows:

(1) Learning and Innovation Skills: These skills focus on the development of abilities in critical thinking, communication problem solving, cooperation building g, creative thinking, and innovation.

(2) Life and Career Skills: These skills focus on the development of the following qualities: flexibility and adjustment, life goal planning, determination, society understanding, cultural difference recognition, production potential, checks and balances acceptance, leadership, and responsibility.

(3) Information, Media, and Technology Skills: These skills focus on abilities in accessing various information and media appropriately, managing, linking, evaluating, and creating information as well as applying morals and laws in information technology.

Ministry of Education (MOE, 2008) of Thailand pointed out the learning area of social studies, religion and culture enables learners to acquire knowledge and understand the lives of human beings as both individuals and as coexisting members of a society. The area addresses self-adjustment in accord with exigencies of environmental situations and management of limited resources. Learners acquire understanding of development and change in accord with exigencies of various periods, times and factors, leading to understanding of oneself and others. Learners also acquire patience, forbearance and acceptance of differences. They are endowed with morality and the ability to adjust knowledge gained for application in leading their lives as good citizens of the country and desirable members of the world community.

The performance outcomes on social studies of grade 6 graduates as follows;

(1) Have knowledge about their own provinces, regions and the country regarding history, physical characteristics, societies, traditions and culture as well as politics, administration and economic situations, with emphasis on Thai nationhood

(2) Have knowledge and understanding about religion, morality and ethics; observe principles and teachings of their religions, as well as exhibit greater participation in religious rites and ceremonies

(3) Conduct themselves in accord with the status, roles, rights and duties as good citizens of the local areas, provinces, regions and the country, as well as exhibit greater participation in activities in line with customs, traditions and culture of their own areas

(4) Can compare data and information about Thailand's various provinces and regions with those of neighbouring countries; have developed sociological concepts regarding religion, morality, ethics, civics, economics, history and geography, with a view to widening their experiences for understanding of the Eastern and Western worlds regarding religion, morality, ethics, values, beliefs, customs, traditions, culture and way of life; have developed concepts of organization of social order and social change from past to the present.

4. Teacher Professional Learning Community (TPLC)

Teacher Professional learning community (PLC) is a current 'buzz' term in business and educational contexts, seemingly referring to anything from decision making committees to regular meeting groups or collegial learning teams. In general, defined, a professional learning community (PLC) is "a team sharing and critically interrogating their practice in and ongoing, reflective, collaborative inclusive, learning-oriented growth-promoting ways" (Stollet al. 2006, p. 223). The most successful corporation of the future will be a learning organization" (Senge, p. 1990). Organizations that build in continuous learning in jobs will dominate the 21st century" (Drucker, 1992, p. 108).

In both the private corporate world and the public education sector, attention in the 1980s began to focus on the influence of work settings on workers. Rosenholtz (1989) brought teacher workplace factors into the discussion of teaching quality, maintaining that teachers who felt supported in their own ongoing learning and classroom practice were more committed and effective than those who did not. Support by means of teacher networks, cooperation among colleagues, and expanded professional roles increased teacher efficacy for meeting students' needs. Further, Rosenholtz found that teachers with a strong sense of their own efficacy were more likely to adopt new classroom behaviors and that a strong sense of efficacy encouraged

teachers to stay in the profession. Fullan (1991) focused on the teacher workplace and recommended a "redesign [of] the workplace so that innovation and improvement are built into the daily activities of teachers".

The ultimate goal of a professional learning community (PLC) can be summed up as following (Bolam et al., 2005):

− Represents a collective effort to enhance student learning

− Promotes and sustains the learning of all professionals in the school

− Builds knowledge through inquiry

− Analyses and uses data for reflection and improvement : Teachers are afforded the time and opportunities to meet and to collectively focus on student data. They are uniquely situated to turn a light on the instructional needs of the subgroups in the student population.

− Collaborative observation: Collaborative observation is a strategy in which colleagues provide support and feedback to one another about the effective use of new instructional practices. It includes such activities as coaching, peer observation, mentoring, and inter classroom visitation programs. Many activities that involve some form of collaborative observation are included in the chapters in this book. When collaborative observation becomes an integral aspect of a school's culture, the focus is continuously on the classroom practices that foster student and teacher learning.

− Cross-grade planning teams: In collaboration with a school, cross-grade planning teams meet monthly for cross-grade conversations that advance their understanding of the content of and expectations for the major areas of the curriculum. The focus of this ongoing project is vertical and horizontal curriculum planning in English language arts, social studies, mathematics, and science. Each staff member in the school sits on one of these teams.

− *School* wide leadership team: The state-mandated school leadership team develops school-based educational policies and ensures that resources are aligned to implement those policies.

− Grade-level planning teams: Twice a month the literacy and math coaches effectively work with teachers at the grade level meetings to ensure curricular alignment at each grade level. They plan to work and learn together to improve student learning. How Is Student Achievement Affected by the Learning Community Model? Teachers in learning community schools engage in collaborative activities directed toward helping

them to improve their instructional practices. Their students are likely to be the beneficiaries as the teachers share ideas, learn innovative and better ways of teaching, and try the newly learned approaches in the classroom.

− Higher education partnership: Another university partnership addresses the improvement of literacy instruction by embedding ongoing professional development activities throughout the school day. Through these structured, ongoing activities and partnerships, teachers build community and expand their knowledge of curriculum and instruction. They are better prepared to assume collective responsibility for the learning of all students in the school community.

5. Metodology

The methodological approach used in the study sought to assist in the analysis of the TPLC process in Sukhothai province. A qualitative study was conducted within a naturalistic, interpretive paradigm, guided by Donabedian's (1992) conceptual framework of the TPLC as a strategy for students grade 6 learning on Social Studies toward 21st Century Learning. The method was bounded within a case study of two schools in Sukhothai province. Participatory action research was used. The qualitative study was conducted in three steps as follows (1) the planning step (2) doing and observing step (3) and reflection step on social studies for students grad 6 of Primary Schools in Sukhothai province. Each of three steps involved the use of focus groups and observation of the TPLC; in total, twelve teachers, and one hundred students were involved. Finally, the author undertook semi-structured interviews with two administrators in order to develop a TPLC.

In relation to data analysis, the author used the qualitative analysis technique of triangulation of sources (focus group, semi-structured interviews and observation) as there was no numeric translation of data beyond the calculation of percentage frequencies. The author focused on the meaning of the information collected in two ways a content analysis that was descriptive, and an interpretation of the responses that reflected levels of complexity. This qualitative analysis process involved coding the information into categories or levels looking for similarities and differences among the data (Denzin & Lincoln, 2005).

6. Results

The findings of the study were derived from content analysis and interpretation in order to answer the following research steps: (1) plan (2) do and observe and (3) reflect on social studies toward 21st Century learning for students grade 6 of primary schools in Sukhothai province.

6.1 Analysis of the process of TPLC

TPLC tend serve to two broad purposes: (1) improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and (2) improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching. TPLC was a function as a form of action research—i. e., as a way to continually question, reevaluate, refine, and improve teaching strategies and knowledge. Meetings are goal-driven exchanges facilitated by researchers who have been trained to lead TPLC.

Step 1: Plan

In this step discussing teacher work: participants collectively review lesson plans or assessments that had been used in a class, and then offered the critical feedback and recommendations for improvement. They had ensuring all students learn becomes a matter of delivering fair and equitable instruction from classroom to classroom.

All participants asked the question to themselves "What are teachers of thinking required to do? Teaching for the development of reasoning in students is the antithesis of teaching for the recall of factual content. The development of critical thinking, or higher-level reasoning, in students requires by definition that they be given an opportunity to exercise their own minds, to engage in critical appraisal, to risk opinions in a sympathetic atmosphere and then have the opinions challenged in a rational but respectful manner.

Colleagues defined the goal of social studies toward 21st Century Learning issues which related national curriculum; assessed current situation of knowledge for students' understanding about their own provinces, regions, country, and global regarding history, physical characteristics, societies, traditions and culture as well as politics, administration and economic situations; analyze possible causes and described the investigation and the data used to determine the needs of the social studies subject of students grade 6. The lesson plan of social studies subject for this study created such an atmosphere, the teacher needs to have participated

among community an intimate understanding of the range of reasoning and arguments displayed by his or her students. The lesson plan concerned mastery of a range of techniques such as leading questions, suspending judgment, setting challenges appropriate to particular children, and the ability of learning outcomes.

Step 2: Do and observe

Participants involved in PLC on social studies subject and permitted volunteer demonstrated the lesson plan. Team teaching described how challenging it was to change the way she/he saw the role of teaching: from that of expert who supplied the right answers to rather less of an expert who probed the students to come up with their learning outcomes. In this step, participants were resulting in improvements were an aspect of the professional learning community that couldn't be overlooked. In order to focus on students learning rather than teaching, students attainment of knowledge and skills must be consistently considered and reviewed among participants. The results of demonstrated the lesson plan, as follows:

"Although my teaching process were good, but I found it wasn't easy to let go of the control with community that involved in the topic of sufficiency economy. The speed at which the children asked the questions with farmers had me answering instinctively, and my other instinct is to ask questions which lead to the 'right' answer. It was only in hindsight (and using a tape recorder, a great help) that the author saw students missed opportunities to learn from framers, and saw that the assumptions how the farmers to produce the organic insecticides.

Students' Project: Green classroom to green community

This was an project that created from lesson plan at Srisamrong Wittaya school. The project that encouraged students to concern community effectively, by searching for reduce global warming by the sufficiency path: from green classroom to green community. A series of campaign and public relations activities had been implemented so that all school members were aware of the impact of global warming. The project included the following activities;

(1) Sustainable travel: Students were encouraged to ride a bicycle or to walk to school instead of riding a motorcycle.

(2) Energy saving: Students in primary education grades 1-3 run campaigns to promote electricity and energy saving.

(3) Garbage reduction: Students competed in finding solutions to reduce garbage, such as making books from recycled paper, bringing bottles of water to school instead of buying them every day, global warming reduction campaigns, and making organic fertilizer from leftover vegetables and fruits.

(4) Expanding the green area: Students in primary grades 4 and 6 plant trees in the school in order to expand the green area in community.

Step 3: Reflect

The TPLC as changes in the way the participants acts and thinks. When teacher change results in another change this is called a change sequence, e.g. if the teacher changes her/his opinion about a method of teaching and this leads to her/his utilizing this method more. If the changes in the change sequence proves to be lasting this is called a growth network. A lasting change is something the teacher does not only try short period and thereafter forgets, but experience that influences her/his teaching for a longer time that will be changed sequence, growth and growth network of schools.

In this step, teachers discussed the results of teaching and to elaborate new exercises, that is changes the external domain, the exercises. The teachers create new exercises on other issues of social studies during the subject meeting.

7. Conclusion

The Model of TPLC to ensure that students have opportunities for achievement learning and that steps of plan-do&observe-reflect support are in place. TPLC experiences that focus on the links between particular teaching activities and valued student outcomes are associated with positive impacts on those outcomes. The results of this research found that the teacher share and learn of instruction. Teachers were active reflective, collaborative, learning-oriented and growth-promoting approach towards 21st century of teaching and learning. That TPLC is found in a literature review that the learning community characteristics working in concert with one another fostered a change in the teaching culture of the schools under study (Vescio et al., 2006, pp. 17–18). It was concluded, of TPLC is improved because the learning communities increase collaboration, a focus on student learning from steps of plan-do&observe-reflect, teacher authority or empowerment, and continuous learning (see figure 1). As schools work toward developing learning communities, it important to focus on student learning keep in their mind that shared values and norms are the cornerstone on which the community rests and from which the other dimensions will take root (Kruse et al., 1995). At the same time, teachers can feel empowered to act on their shared beliefs only if the school and district leadership offer them the autonomy, the opportunity, and the time to meet that they need to decide about improving teaching and learning.
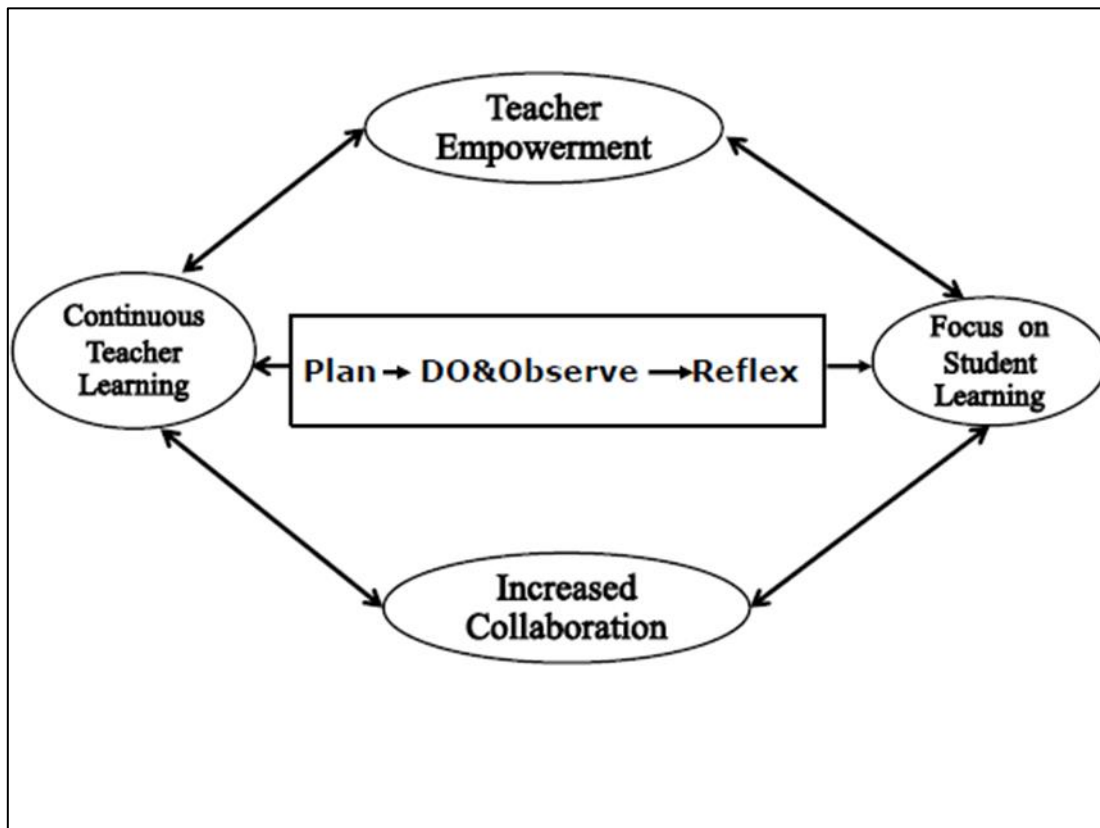
Source: Vescio, V., Ross, D., & Adams, A. (2006).

8. Suggestions

8.1 Alignment at School level

As the TPLC continue to investigate of action research, delve into data, monitor progress, and make programs transparent, an alignment of beliefs and effective practices evolves. Alignment will be occurred when teachers from the same grade from different school collaborate to promote high levels of learning in each classroom. Networks can then form – based on common needs and focus – to encompass various TPLC groups and schools to further build capacity and alignment.

8.2 Alignment at individual level

It is important for staff to accept the responsibility of the success of all students, not only the students in their class. With acceptance of this responsibility, PLCs explore how curriculum expectations are achieved at the various grade levels and determine collectively how instruction needs to change to meet the specific needs of students throughout the grades.

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CHANETTREE KANJANASIRI[1]

The Development of English Reading Exercises in Thematic English (E20202) for Grade 9 Students of Princess Chulabhorn's College Phitsanulok, Thailand

The purposes of the research were 1) to develop and test the efficiency of English Reading Exercises(ERE) in Thematic English (E20202) for grade 9 students of Princess Chulabhorn's College Phitsanulok (PCCPL) according to standard criteria 75/75, 2) to compare the students' English reading competency before and after using ERE in E20202, and 3) to survey the students' satisfactions toward them. The subjects consisted of the randomly selected class of 23grade 9 students of PCCPL during the first academic year 2014. The instruments used for this experiment were 6 units of the ERE in E20202, lesson plans for the ERE in E20202, pre-test and post-test of 6 units which were objective tests consisted of 4 alternatives in the ERE in E20202, the English reading proficiency test and a questionnaire on the subjects' satisfactions toward the ERE in E20202.[2] The results of the study were as follows: 1) the efficiency of the ERE in E20202 was 82.54 for the English reading formative test and 85.22 for the post-test. Therefore, the ERE in E20202 constructed were highly effective, 2) the students' English reading proficiency after using the ERE in E20202 was significantly higher than that before using the ERE in E20202 constructed at 0.01 level, 3) the students' satisfactions toward the ERE in E20202 were very highly satisfied.

1. Introduction

English is a unique language that can be communicated all over the world. In Thailand, English is essential for life, for instance; international relations for social activities, cultures, economics and politics. To follow the progress of science and technology as well as to educate in high level (Department of Curriculum and Instruction Development, 2002) has been set English as a foreign language and applied the curriculum and teaching to accord with information need by using the Basic Education Core Curriculum B.E. 2551 (2008). (Ministry of Education, 2008) In addition to English for communication need listening, speaking,

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[2] The experimental process and data collection were conducted as follows. The subjects were given a 30 items English reading proficiency pre-test. Then, the 6 units of ERE in E20202 were used for 18 class sessions in 18 weeks. After the completion of each unit, the English reading formative test was administered to measure the subjects' English reading achievement and a questionnaire was used for surveying the subjects' satisfactions on the ERE in E20202. The t-test was used to analyse the data to measure the subjects' English reading proficiency

reading, and writing skill. White (1981) gave an opinion that reading skill is important and is used for knowledge acquisition, reading for entertainment from printing media. Moreover, for English as a foreign language, Thai students use less listening, speaking and writing skill than reading (Supansiri Wattakanon, 2002). Students, especially, need to use reading skill for English text books or journals. In addition, reading is more important for higher education because if the students haven't enough ability to read, they cannot succeed in their education (Eskey, 1970; Cochran, 1993).

The research about comparison of English competency in Asia by Language Institute of Chulalongkorn University (LICU) found that Thai youth's average TOEFL scores was 498 while Cambodian youth's and Vietnamese's were 501 and 511 (Amornvit Nakorntup, 2002). National Institute of Educational Testing Service (NIETS) studied the point average of Ordinary National Educational Test (O-NET) of grade 9 students in PCCPL in academic year 2012 and found that the highest score was 78 and the lowest score was 8 in English test. It was 35.01 of average point and 28.00 of Median. It needed to be improved (Department of Academic in PCCPL, 2013). From this problem, several educators refer to the causes as follows: 1) teachers don't understand the teaching method, 2) students are different in society and reading competency, and 3) there are a few teaching materials for reading development, etc. These correspond with Pantani Wihokto (2003) who studied about the big problem toward failure in English teaching and found that there was a shortage of skillful teachers and unready students who had different knowledge.

According to all accounts, the researcher needed to improve curriculum and reading technique by selecting and creating suitable passages or contents to correspond with school curriculum and grade 9 students' need. The researcher interested in creating and developing the ERE in E20202 for grade 9 students and aimed to develop the students' reading competency in daily life and to guide to the teachers.

Objectives:

(1) To develop and test the efficiency of the ERE in E20202 for grade 9 students of PCCPL according to 75/75 standard criterion.

(2) To compare the students' English reading competency before and after using the ERE in E20202.

(3) To survey the students' satisfaction toward the ERE.

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before and after using the ERE in E20202. The average of the six English reading formative test scores was compared with the post-test scores in order to determine the efficiency of the ERE in E20202.

2. Research hypotheses, definitions and expected outcomes

H1: The ERE in E20202 for grade 9 students of PCCPL has 75/75 standard criterion (Chaiyong Brahmawong, et al, 1977).

H2: Students' English reading competency is higher after using the ERE in E20202

H3: The students are satisfied with all the six of the ERE in E20202.

ERE means English reading exercises in E20202 for grade 9 students. These exercises according to students' need and curriculum are to practice the students' reading skill. They include 6 units: 1) Science & Technology, 2) Food & Health, 3) Sport & Leisure, 4) Lifestyle & Culture, 5) English for Edutainment and 6) English for Job Application. Each exercise consists of topic, explanation for teacher and student, learning objectives, pre-test, exercises and post-test.

English reading test means the test referred learning objectives of E20202. It is an objective test with 60 items consisted of 4 multiple choices each. It takes 120 minutes to evaluate the reading competency before and after using the ERE.

The efficiency of the ERE according to 75/75 standard criterion means that the first 75 is the sum of the average scores from the students' scores of each unit in the ERE and the last 75 is the sum of the average scores from the sample's English reading test which is managed after using the ERE.

Satisfaction questionnaire means the students' satisfaction questionnaire toward the ERE. The questionnaire consists of 3 aspects: content, learning activities and usefulness. It's a qualified 5 rating scale from Likert.

This research by creating the ERE in E20202 for grade 9 students gains advantages as follows:

(1) to gain the efficient ERE in E20202 for grade 9 students

(2) to be guidelines for English teacher's reading teaching in lower high school.

3. Theories and related researches

Kanchana Kaewchamrat (2008) studied the development of ERE focusing on content-based instruction: scientific and environmental issue in English 42104 for grade 11 of 34 students in Princess Chulabhorn's College Nakhonsrithammarat, Thailand found that the efficiency of this exercise was 83.01/79.85 (highest level). The students' English ability was significantly higher after using the exercise at the 0.05 level. In addition, the students' satisfaction toward

the exercise was high level. Satiwimon Kangli (2001) studied the development of reading exercise for communication from English news and magazines, grade 11 students of Wat Raikhing Wittayakom School, Nakhonpatom, Thailand and the result found that the efficiency of the exercise was 75.74/75.53 (high level). The students' English reading ability was significantly higher after using the exercise at the 0.05 level. Furthermore, the students' opinion of the exercise was high level. Wattana Lengwan (2012) studied the development of ERE in E33102 fundamental English in grade 12 students of Trium Udom Suksa Pattanakarn Nanthaburi, Thailand. The objective was to develop the ERE for the sample of 40. The instruments and data collection were 1) proficiency test with 4 alternative choices of E33102 Fundamental English in grade 12, 2) post-test, 3) the ERE in E33102 and 4) 18 lesson plans. The average, percentage, standard of deviation (S.D) and T-test Dependent Samples were used to analyse the data. The result found that students' satisfactions were highest level at $\overline{X} = 4.71$.

4. Research methodology

Population: 89 of grade 9 students in PCCPL, in the first semester of academic year 2014

Samples: 23 of grade 9 students in PCCPL, in the first semester of academic year 2014 by simple random sampling

Study variable: Independent variable was learning activities of the ERE in E20202 for grade 9 students of PCCPL

Dependent variables were efficiency of the ERE in E20202 for grade 9 students of PCCPL in 75/75 standard criterion, the students' competency of The ERE in E20202 and students' satisfaction toward the ERE in E20202.

Term of research: It took the first semester of academic year 2014, for 18 class sessions in 18 weeks (18 hours).

The research instruments were:

(1) ERE in E20202 for grade 9 students of PCCPL, including 6 units- 1) Science & Technology, 2) Food & Health, 3) Sports & Leisure, 4) Lifestyle & Culture, 5) English for Edutainment and 6) English for Job Application.

(2) Lesson plans for the ERE in E20202 consisted of 18 plans per 18 hours.

(3) Pre-test and post-test of 6 units consisted of 4 alternatives- 10 items for each unit.

(4) The English reading proficiency test with 4 alternatives consisted of 30 items within 60 minutes for pre-test and post-test.

   (5) Questionnaire for surveying the students' satisfaction toward the ERE in E20202

5. Assessment of research instruments

The researcher made and developed the qualified tool as follows:

   (1) ERE in E20202 for grade 9 students of PCCPL was initiated from Foreign Language Department of Basic Education Core Curriculum B.E. 2551 (A.D.2008) and PCCPL's curriculum. Secondly, the researcher analyzed the learning outcomes, contents, course description and theme in E20202 which related to reading skill for 6 units (6 exercises). Then, the 5 experts checked the contents by 5 rating scale and found that the overview of content analysis was highest level ($\overline{X} = 4.73$, S.D $= 0.45$). The next, the researcher tried out to find the efficiency of ERE in E20202 (E1/E2) by individualized trial (1:1) from 3 students of PCCPL in 1st semester in academic year 2013. The result was E1/E2 =77.24/83.33. When trying out of the small group (1:10), the result was E1/E2 = 82.50/85.17 and when trying out of the big group (1:100), the result was E1/E2 = 82.50/85.21 that passed the 75/75 standard criterion. Eventually, the researcher improved and produced the complete ERE in E20202

   (2) Lesson plans for ERE in E20202 consisted of 18 plans per 18 hours. They were created according to the school curriculum, then proofread and checked the validity of content and evaluation by other teachers in PCCPL. The 5 experts checked validity and improved the lesson plans. Then, the researcher tried out with 24 grades 9 students of the 1st semester in academic year 2013 corrected information and used the lesson plans with 23 grades 9 students of the 1st semester in academic year 2014, collect data and analysed as well as improved better.

   (3) ERE proficiency test: The researcher started from planning and designing the test according to the content and assessment of learning outcomes. First, the test consisted of 60 items with 4 alternatives and selected the high quality to be 30 items by trying out and eliminating or improving. Then, when checking the content validity by 3 experts, it found that IOC was 0.67-1.00, item difficulty (PR) was 0.20-0.80 and item discrimination (R) was above 0.20. The reliability (KR-20) was 0.938.

   (4) Pre-test and post-test of ERE in E20202: Each exercise included pre-test and post-test was created and developed by studying the related theory and research, Analysing content, learning outcomes of ERE in E20202. To plan and design the test was 12

items of objective test with 4 alternatives in each exercise and selected to be 10 items for trial and analysis. The 3 experts checked content validity to be 0.67-1.00 and checked the reliability (KR-20). The result was 0.8679.

(5) A qualified 5 rating scale questionnaire for the students' satisfaction toward ERE in E20202. The 5 experts checked consistency of items and found that IOC was 0.80-1.00 and used for 24 grades 9 students of PCCPL in academic year 2013. After using ERE in E20202, the reliability by α-coefficient was 0.8796.

6. Collection of data

Research design was one group pre-test and post-test design

$$O_1 \qquad X \qquad O_2$$

X   =   ERE in E20202 trial

O_1 =   Pre-test

O_2 =   Post-test

Trial operation: the researcher used ERE in E20202 for 23 grades 9 students of PCCPL in the 1st semester of academic year 2014 as follows:

(1) The students took pre-test of ERE proficiency test and the researcher recorded the students' scores,

(2) Before using ERE in E20202, the students took the pre-test in each unit and the researcher recorded the scores

(3) To manage activities by using ERE in E20202 was taken 18 hours (one hour a day).

Collect the points and assess the activities for efficiency analysis:

(1) Students had the 10 items post-test in each unit,

(2) When finishing learning activities, students had the post-test of ERE proficiency test,

(3) Students assessed the qualified 5 rating scale questionnaire of satisfaction toward ERE in E20202.

7. Analysis and statistics

The effectiveness (E1/E2) was used to test each of the ERE in E20202 with 75/75 performance efficiency criterion

Formula:

$$E_1 = \frac{\frac{\sum X}{N}}{A} \times 100 \qquad\qquad E_2 = \frac{\frac{\sum F}{N}}{B} \times 100$$

Index of consistency (IOC) used for finding content validity

Formula:

$$IOC = \frac{\Sigma R}{N}$$

(The question which must be 0.50-1.00 is available.)

Item difficulty (P) and item discrimination (R) used for the test

Formula:

$$p = \frac{R}{N}$$

(P should be 0.2-.0.8)

KR-20 was used for the reliability of the test

Formula:

$$r = \frac{R_H - R_L}{N_H}$$

Cronbach's Alpha coefficient was used for the questionnaire of students' satisfaction toward ERE in E20202

Formula:

$$r_{tt} = \frac{n}{n-1}\left\{1 - \frac{\sum pq}{S_t^2}\right\}$$

The criteria for interpreting the mean were set as follows: 4.50-5.00 = Very Highly Satisfied; 3.50-4.49 = Highly Satisfied; 2.50-3.49 = Moderately Satisfied; 1.50-2.49 = Fairly Satisfied; 1.00-1.49 = Not at All Satisfied.

8. Results and discussion

8.1. Developing and testing the efficiency of the ERE in E20202 for grade 9 students of PCCPL according to 75/75 standard criterions

The study was conducted to 23 students of PCCPL during the first semester of academic year 2014 and E1/E2 was used in this study. The results of E1/E2 were found to be 84.64/86.52 in unit 1, 80.72/85.65 in unit 2, 80.20/87.39 in unit 3, 83.14/83.91 in unit 4, 82.97/84.35 in unit 5 and 83.55/83.48 in unit 6. Overall, it was 82.54/85.22.

Unit	Efficiency	
	E1	E2
1. Science & Technology	84.64	86.52
2. Food & Health	80.72	85.65
3. Sport & Leisure	80.20	87.39
4. Lifestyle & Culture	83.14	83.91
5. English for Edutainment	82.97	84.35
6. English for Job Application	83.02	83.48
Total	82.30	85.22

Table 1: The efficiency of the ERE in E20202 classified each unit (n=23)

From the study, it was higher than the given 75/75 standard criterion and these results were consistent with Sasiwimon Kangli (2001) showing that the efficiency of exercise in reading English news and magazines for grade 11 students in Wat Raikhing Wittaya, Nakhonpatom Province, Thailand was 75.54/75.53. To sum up, there were significant differences at the 0.05 level. Moreover, the students' opinion toward her exercise was high.

8.2. Comparison of the students' English reading competency before and after using ERE in E20202

Table 2 The results of comparison the students' English reading competency before and after using ERE in E20202 in the first semester of academic year 2014 (n=23)

Student	Pre-test	Post-test	difference	t-test dependent	Sig
1	17	23	6	**25.392****	**0.000**
2	15	25	11		
3	16	24	8		
4	18	26	8		
5	13	18	5		
6	18	27	9		
7	15	24	9		
8	13	22	9		
9	15	23	8		
10	14	23	9		
11	16	25	9		
12	11	23	12		
13	15	25	10		
14	16	26	10		
15	18	27	9		
16	13	22	9		

Student	Pre-test	Post-test	difference	t-test dependent	Sig
17	18	25	7	**25.392****	**0.000**
18	15	25	10		
19	14	23	9		
20	14	24	10		
21	17	25	8		
22	15	24	9		
23	12	25	13		

$(t_{.01,22} = 2.0739)$

Table 2: The results of comparison the students' English reading competency before and after using ERE in E20202 in the first semester of academic year 2014 (n=23)

The results of pre-test and post-test were different, and paired t-test was 25.392 at the 0.01 level significantly. It showed that the students' English reading competency in 23 grades 9 students of PCCPL was statistically significant difference. It showed that they were higher level after using the ERE in E20202. It was consistent with Kanchana Kaewchamrat (2008) who studied the development of ERE focusing on content-based scientific and environment issues in English 42104 for 34 grades 11 students of Princess Chulabhorn's College Nakhon Sri Thammarat, Thailand. The results of the study were the efficiency of the ERE was 83.01 for the English reading formative test and 79.85 for the post-test. Therefore, the ERE constructed were highly effective. The students' English reading proficiency after using the eight of ERE was significantly higher than that before using them at the 0.05 level and the students' opinions toward them were at high level.

8.3. Survey the grade 9 students' satisfactions toward the ERE in E20202

items	$\overline{x}$	S.D	Interpreting	Rank
1. The sequential form of using ERE in E20202.	4.78	0.42	Very Highly Satisfied	4
2. The ERE in E20202 includes the easy explanations	4.61	0.50	Very Highly Satisfied	6
3. The students' better comprehension in the content after using the ERE in E20202.	4.91	0.29	Very Highly Satisfied	1
4.The variety of the ERE in E20202 and the consistency of learning outcomes	4.87	0.34	Very Highly Satisfied	2
5. The difficulty of the ERE in E20202 is suitable for the students.	4.65	0.49	Very Highly Satisfied	5
6. Self-directed learning from the ERE in E20202	4.83	0.39	Very Highly Satisfied	3
7. The ERE in E20202 makes the students self analyse.	4.52	0.67	Very Highly Satisfied	8
8. The ERE in E20202 makes the students self language practice.	4.57	0.51	Very Highly Satisfied	7
9. The suitable and various assessment of learning	4.39	0.66	Highly Satisfied	10
10. Learning the ERE in E20202 happily	4.48	0.67	Highly Satisfied	9
Average	4.66	0.26	Very Highly Satisfied	

Table 3: The results of students' satisfactions toward the ERE in E20202
(n = 23)

Overall student satisfaction was at very high level ($\bar{x}$ = 4.66, S.D = 0.26). When considering each item, it was found that all were highly to very highly satisfied. The highest average ($\bar{x}$ = 4.91, S.D = 0.29) was the students' better comprehension in the content after using the ERE in E20202. The second was the variety of the ERE in E20202 and the consistency of learning outcomes ($\bar{x}$ = 4.87, S.D = 0.34). The third was self-directed learning from the ERE in E20202 ($\bar{x}$ = 4.83, S.D=0.39), and the last ranking was the suitable and various assessment of learning ($\bar{x}$ = 4.39, S.D = 0.66). It showed that the students were most satisfied with the ERE in E20202. It was consistent with Watana Lengwan (2012) who studied the development of English Reading Exercise in E33102 Fundamental English in Grade 12 Students of Trium Udom Suksa Pattanakarn. Nonthaburi School, Thailand. The result was found the 40 students' satisfaction toward the reading exercise in E20202 was at very high level ($\bar{x}$ = 4.71).

9. Suggestions and recommendation for further research

According to this study, the researcher would like to suggest to create more self-analysis thinking and happiness learning in the ERE.

Further studies should be conducted the writing exercise with analysis thinking and happiness learning.

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WIRAEKHA KANJANASIRI[1]

The Knowledge Transfer on Morphology and the Usefulness of Red Guava Tree "Pharankrang" to Samokae Community, Maung District, Phitsanulok Province

The aims of this research were (1) to study morphology and usefulness of "Pharangkrang", (2) to maintain this plant, (3) to transfer this knowledge to Samokae community (SC) by workshop CIPP Model Project and (4) to evaluate this project. It has been studied by observation, by reviewed literature, and compared with manual guide botanical book. It was maintained in laboratory, too. The knowledge was transferred to 34 persons by lecturing and training. The results show, that the local name of this tree is" Pharangkrang" in SC, while the scientific name is Psidium guajava. It is dicotyledon plant, that grows about 2 meters high. The stem is brownish gray, the leave is simple, oval shape without stipule, rough, entire margin and rather dark red. The two pairs of leaves are decussate. The netted vain is red, the pink flower is solitary, perfect, regular and complete flower. The ovary is in inferior receptacle. The fruit is simple, typical beery, round, small, dark red with smell, but the interior is pink. Seeds are strong, small and no food collection. In Thailand it has become a decoration plant because of its beauty. Herbarium and pickled green are used to keep it. 10 branches castration have grown in SC. Overall of this project it is in the high level (X=3.88, S.D=0.62).

1. Introduction

Surveying in Samokae Community (SC), Maung District (MD), Phitsanulok Province (PP), Thailand, there was only one red guava plant grown up on Mr. Suwan Aemsai's land. The tree is 20 years old. It is a beautiful tree due to its red leaves, red branches, and dark red fruits. It has grown up from propagative branch, because his relative gave him as a present. The tree was from Tungsaleum Community in Sukhothai Province. It is only one tree in this community and has never spread to other community. The local name in SC is "Pharangkrung". The word "Pharang" means guava and "Krang" means dark red. The owner has never reproduced it, because he doesn't know how to do it. At the present, there are 2 red guava fruits being sold in Thailand, (hybrid form) the fresh fruit is used for food and the branches look beautiful. However, people in SC want to learn about the tree and do the propagation in order to grow them and sell fresh fruits to earn more income in the future. Therefore, researchers were

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interested in studying morphology and propagation of this plant and transferring this knowledge to SC and to others.

Research Objectives

    (1) to study the morphology and the usefulness of red guava tree "Pharangkrang".

    (2) to maintain the Pharangkrang tree

    (3) to transfer the knowledge about tree morphology, marketing and community enterprise of Pharangkrang to SC and others by workshop of CIPP Model project.

    (4) to evaluate this project after knowledge transferring

2. Literature review

In all dynasty of guavas there are 3 species: 1) the exocarp is green, but the interior is fresh white 2) the exocarp is green, but the interior is pink. It is ordinary Pink guava (Jambu merah) 3) the exocarp is dark red and the interior is red. It is Red Malaysian guava. Red guava trees are in Thailand (for example 1,2). It came from Philippines in 2519 B.E. It has grown up on the land in Suanpakgad garden palace, Ayuthya road, Bangkok, which is mainly from the flowering plant garden tree of Thailand association at that time. It is decorative plant, with small-sized fruit, thin with many amounts of seed. Pomegranate Siam guava tree is breeding plant between the developed red guava tree from Philippines (Dang Bangkok variety) and Bangkok Apple variety. This hybrid is more than 30 years old. The fruit is round and large-sized, about 1-kilogram weight. The interior is red, thick, hard, sweet smack, not astringent and very delicious. Red Bangkok guava (Ripe Red, Psidium guajava) is breeding plant between pomegranate Siam guava tree and Pansrithong guava tree done by Damrongsak. This trunk of hybrid is red. The upper part of leave is green-black, but the lower part is red-brown. The flower is red-pink and very beautiful. The young fruit is brown-black. The ripe fruit is brown-red. The interior of fruit is red with sweet smack. Its shape looks like Vietnam guava fruit. It gives many fruits. This hybrid is done by Damrongsak.[2]

    NIOTTM and Chieng Mai Universty (CMU, 1999) reported in the book of "Identification of Medicinal Plants Special Vol." that guava is in the Family Myrtaceae. Its identities are: medicinal plant, simple leave, opposite pair of leaves, dry, sticky, resemble the leather, oil gland in addition, but no stipule. Many stamens and one pistils are in simple flower. Style of stamen is slender long. Ovary is in receptacle. According to the researches of Orwa et al., (2009), guava

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[2] http://www.specialtyproduce.com/produce/Red Malaysian Guavas 9 -11-2016

is shrub plant, it is 3-10 meters high, brownish red color and slender long stem, opposite pair of leaves and elliptical in shape, obtuse apex and truncate base of leave. Netted vains were clear. Flower is white, solitary attached on the lateral branch. There were 2-3 flowers in one cluster in some varieties. Fresh fruit is pyriform or ovoid berry (500g weight). Ecocrop (2015), Orwa et al. (2009) and Soetopo (1991) report that guava fruits are yellowish orange, but some fresh fruits may be white, yellow, pink and red color. Ripe fruits are deep sweet and smell. Ripe red guava fruits were derivative food, such as juice, sauce and yam in South America. Branches are used for skewers. The color from bark is used for dying. It is decoration plant in Thailand because it looks beautiful.

The idea of CIPP Model is composed of cortex (C), input (I), process (P) and product (P). Boonprasert, Uthai (2005) reports if there are good and efficient plans for C and I and best practice is followed, then good results are expected.

3. Research methodology: material and method

Materials: herbarium, chemical substances, microscope with photography camera, computer and manual guide botanical book.

Method:

(1) to study the morphology of the "Pharangkrang" by observation within and without microscope and with photography camera, such as common name, scientific name, stem, leaves, flowers, fruits , seed, color, smell and taste, take photography, then compare to manual guide botanical book

(2) to study the usefulness of Pharangkrang tree by literature review

(3) to maintain Pharangkrang tree by herbarium and pickled green in laboratory

(4) to transfer the knowledge on morphology, marketing and community enterprise to the people in SC and BC through lecturing do propagation through training by workshop CIPP model project. (Figure 1)

Figure 1: Transfer the knowledge to the people in SC and BC through lecturing and training

(5) to evaluate this project that comprise of 4 aspects: cortex, input, process and product by qualified 5 rating questionnaires as a research tool for 34 respondents.

(6) (Scores 5 = highest, 4 = high, 3=moderate, 2=low, 1= lowest)

(7) Data are analyzed by statistic in terms of average mean (x), standard deviation (S.D) and compared them in standard criteria.

Score		Level
4.50 – 5.00	=	highest
3.50 – 4.49	=	high
2.50 – 3.49	=	moderate
1.50 – 2.49	=	low
1.00 – 1.49	=	lowest

(8) The goal of the research is that the castrate branches grow in SC and BC. (Duration of the research: February-December 2016)

4. Results and discussion

The local name in Samokae of the red guava tree is "Pharangkrang". The scientific name is Psidium guajava. It is dicotyledon plant, about 2 meters high. The stem is brownish gray color. (Figure 2)

Figure 2: Pharangkrang and the stem

It is simple leave, no stipule, rough, and rather dark red color. It is in oval shape, entire margin, obtuse apex and truncate base. The 2 leaves are opposite, and the pairs of leaves are decussate. The netted vain is red color. There are 4 levels in structural leave. Flower is solitary, perfect, regular and complete flower on the receptacle. The upper of 5 sepals are pink and the lower are greenish red color. 5 petals are pink and aren't connected to each other. The multiple stamens are not connected to each other and bend to inside while it is delicate flower. The filaments are long and pink color. The pistil is pink color and the ovary is in inferior receptacle. The fruit is simple, round and small. The delicate and ripe fruits are dark red color, smell and typical berry type. The external pericarp of this fruit is dark red color but the mesocarp connected with endocarp are pink. About 70-80 strength seeds are small, round, light brown and no food collection. The color from bark is used for dying. It is decorative plant in Thailand because it looks beautiful (http://www.specialtyproduce.com/produce/Red Malaysian_Guavas_9 -11-2016 (Figure 3)

a) leaves   b) flower

c) pink flowers

d) leaves and fruits

e) half of fruit
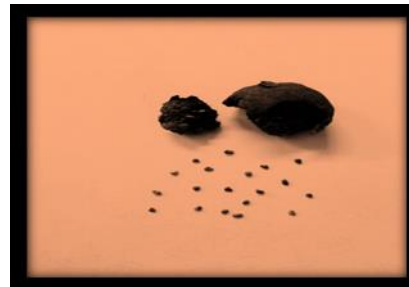
f) seeds

Figure 3: Pharangkrang and its leaves, flower, fruit and seeds

Herbarium and pickled green are used to keep it in laboratory. (Figure 4)

Figure 4: Herbarium and pickled green preservation of Pharangkrang

These knowledge on morphology of Pharangkrang, the marketing and the community enterprise have been transferred to SC and BC through lecturing. The method of reproduction has been done through training by workshop CIPP model project. The results show that, branches castration have grown in BC and SC on land of the owner of Pharangkrang tree. It shows that the samples' skill is not sufficient. Next the samples reproduce the Pharangkrung tree for 10 branches castration. (Figure5).

Figure 5: Branches castration of Pharangkrang have grown in BC and SC

This project has evaluated. The sample included 34 persons in SC and BC. There were 26 males (76.47%). The oldest men were 40-60 years old (8.82 %). Most of them were (24) farmers (70.58 %). The results indicate that overall of this project is in the high level. (X=3.88, S.D=0.62) and overall of every aspect is, too. This is the series of means from the highest to the lowest. First, the cortex of this project (X=4.00, S.D=0.65), second input (X=3.99,S.D=0.73), process (X=3.80,S.D=0.80) and the lowest mean is the product aspect (X=3.74, S.D=0.92). It shows that there are good plan, good preparation, and good practice. These are effects to the product. (Table1) Related to Boonprasert, Uthai (2005) reports, that if there are good and efficient plans and best practice is followed, then good results are expected.

aspects	X	S.D	translation	order
1. Cortex	4.00	0.65	high	1
2. Input	3.99	0.73	high	2
3.Process	3.80	0.80	high	3
4.Product	3.74	**0.92**	**high**	4
Average mean	**3.88**	**0.62**	**high**	

Table 1: The workshop CIPP Model project

5. Suggestions

Researchers should advise people Pharangkrang reproduction until produce many fruits to sell and produce derivative food until they can set community enterprise for these. We should research further on medicinal use of Pharangkrang in the future. We believe in the success of this research was supported by the scholarship from the Office of the Higher Education

Commission, the network researches by lower North Naresuan University. We say many thanks for this.

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ADAM Z. KRZYK[1]

The Approach to English Language Teaching
in the Polish Education System

The paper elaborates on the way English language is taught in Poland. Firstly, the author wishes specify the division between different types of schools which create Polish education system. Secondly, the article intends to present the methods which are being used to create a lesson on different levels of education and how many hours of English students are exposed to. Finally, the paper is to show the approach to English in Poland.

1. Introduction

Political transformation of year 1989 in Poland brought not only socio-economical changes but also laid the foundations for changes in education. The Polish education system of today is based on the following parliamentary acts: the Education System Act of 7 September 1991 (with further amendments), the Act of 8 January 1999 on the Implementation of the Education System Reform (with further amendments) and the Act of 26 January 1982 – Teachers' Charter (with further amendments)[2]. As far as the first regulation is concerned it identifies education as a common welfare belonging to the whole society based on respecting Christian values and ethical principles. Furthermore, it states that, "Education and upbringing serve the development of young people's sense of responsibility, admiration of the fatherland and respect for the Polish cultural heritage, while being open, at the same time, to values of European and world's cultures. The objective of the school is to provide each pupil with conditions necessary for his/her development and to prepare him/her for the fulfillment of family responsibilities and civil duties based on the principles of solidarity, democracy, tolerance, justice and freedom"[3]. The aim of the mentioned Act of 8 January 1999 was to implement changes to improve the overall level of Polish education by increasing educational opportunities for students and improve quality of education system. To achieve better results a comprehensive primary school cycle of 6 years was introduced, to be followed by a lower-

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secondary school of 3 years and 3 or 4 – year long secondary schools (general upper secondary school or technical schools). Such goals were to be achieved by a new set of external examinations after each type of schools were assigned, which from now on were to be passed by every pupil to measure his/her level of education. Along with structural changes, Poland also implemented changes in school curricula which focused on acquiring knowledge, developing skills, and shaping attitudes by changing the teaching philosophy from the passive one when students learnt things by heart to the active one where they were asked to think and analyze concepts they were to acquire[4].

Structurally speaking, the education system in Poland consists of pre-school institutions as well as primary, lower-secondary, upper-secondary schools and it is obligatory for every children until they are 18 years old to attend school of his/her choice. Within such structure English is one of the most popular foreign languages taught in Europe and its status is no different in Poland[5]. It might be surprising as due to the historical influences the languages popular in Poland were Russian and German respectively. However, after 1990 when Poland became a democratic country, and especially after 2004 when it joined the European Union Polish education system favoured English as the main foreign language. The reason behind it lies within the conviction that this language among many others is fairly simple to learn. This generalisation helps students and us, educators – but is it true that English is so easy?

English has many grammar rules with hundreds of exceptions. It is the language with over one million words, where many are pronounced similarly. As far as English is concerned learners of this language are often challenged with some major problems: it holds the record for the most words not spelled as spoken. Also, over half of its words are not spelled as pronounced. It holds some great number of irregular verbs. Many phrases in English are often idiomatic and have to be memorized. Some pieces of vocabulary like: "set" for example have many meanings. Many students of English, even after many years of study, do not achieve fluency. Despite these facts, English is most commonly taught. Thanks to methods and ways of introducing this language by teachers within a classroom environment English is perceived

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[4]siteresources.worldbank.org, (2010). *Successful Education Reform: Lessons from Poland* [online] http://siteresources.worldbank.org/INTECALEA/Resources/ECA_KB34_Education_Reform_in_Poland.pdf [15 March 2017]

[5]„*English is the most widely spread foreign language which is taught in European schools. In the previous issue of Key Data on Teaching Languages at School in Europe 2008 it was stated that English dominates in Europe as it is used in 14 countries. In countries where it was not state which language should be chosen English also is the most popular language*". [in:] Gorowska-Fells, M. (2012). *Kluczowe dane o nauczaniu języków obcych w szkołach w Europie 2012* [Key Data on Teaching Languages at School in Europe 2012], w: Czasopismo dla nauczycieli. Języki: obce w szkole [Foreign languages in school], Warsaw, p. 53. [author's translation from Polish].

as fairly simple language to learn. It is perhaps because at the very early stage of learning English seems very simple, because the Polish language borrowed from it enormous number of vocabulary[6]. Otwinowska-Kasztelanic adds, that "certain new constructions have been introduced into the language via the influence of mass media and advertising. The three major syntactic borrowings are attributive adjectival constructions (where an adjective precedes the noun it modifies) instead of postpositive ones, attributive use of nouns (where a noun pre-modifies another noun) and the use of the adverb *generalnie* as a discourse marker" (Otwinowska-Kasztelanic, 2000, p. 37). For these very reasons, at the beginning when exposed to English students find it fairly easy, educators might be astonished at how students like learning this language.

2. Teaching of English in pre-school and in primary school

However, officially in Poland they start their education as early as in pre-school. Every child has a chance to attend the so called preparatory English language classes. During this period the main stress is put on listening and speaking. The classes last approximately 15 minutes during which students aged 3-6 are greeted by a teacher and introduced to new pieces of vocabulary, which normally concentrates around topics like: numbers 1-10, colours, toys, animals, parts of human body, clothes, food, birthday, adjectives and adverbs of movement, members of family, shopping and goods, parts of house, house equipment, sport disciplines, days of the week, seasons, the weather, musical instrument, means of transport, outdoor games, holidays (Szpotowicz and Szulc-Kurpaska, 2015). Here, we have to explain that teaching English in a pre-school is a new concept since previously pupils used to start learning a foreign language when they were in 4th grade. It was changed as the period between 3 and 6, by many is believed to be crucial in the language acquisition process. It is only then when students learn the language naturally and they achieve the best results. As it is advocated by Nikolov and Mihaljević Djigunović "early foreign language learning experience was found to have a significant impact on outcomes in the case of successful learners. Participants who began their EFL study before age 16 and spoke two or more languages

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[6] Sztencel, M. (2009). *Boundaries Crossed: The Influence of English on Modern Polish* [online] http://research.ncl.ac.uk/e-pisteme/issues/issue02/contents/e-pisteme%20Vol.2(1)%20-%20Magdalena%20 Sztencel.pdf [1 March 2017]

obtained higher nativeness scores than the participants who began later"[7]. As children are spontaneously curious, they are not discouraged towards the foreign language learning by any negative experience. Here, the Total Physical Respond Method is often used to engage students in learning a foreign language. Larsen-Freeman explains that within this method listening comprehension is a dominant skill as it comes first, as the meaning in the target language can often be conveyed through actions. Students will talk when they are ready, they are not pressed to do so. Students' feelings are monitored not to discourage them. The teaching process is done by commands (Larsen-Freeman, 1990, p. 54). During such classes pupils have a chance to react to activities conducted by the teacher. It normally happens through dancing, movement, singing, drawing, painting, etc. This method is especially popular in primary school in classes between grade 1-3. Additionally, as educators want the learning process to be similar to the native language they often use the Direct Method while teaching. Because of that students are exposed to a foreign language, they try to imitate their teacher's vocabulary and later they try to use it independently. At this level, the teaching of grammatical aspects of the language is avoided, as it is believed that students do not need these aspects of the language to be explained. Furthermore, at this stage the Audio-lingual Method is used as to expose students to the sound of a language, the patters of sentences by repetitions (drills). As it is explained by Richards and Rodgers "the language was taught by systematic attention to pronunciation and by intensive oral drilling of its basic sentence patterns. Pattern practice was a basic classroom technique. It is these basic patterns that constitute the learner's task. They require drill, drill, and more drill, and only enough vocabulary to make such drills possible" (Richards and Rodgers, 1999, p. 46). Within primary school it is conducted by exposing students to listening dialogs. As far as listening is concerned, students are asked to react to teacher's questions, showing by doing type of exercise, enumeration, filling in the gaps, listening and then singing, acting. If it comes to speaking, students are asked to copy whatever the teacher says. It can be achieved through repetition, pictures' descriptions, telling the stories or finishing them. The aspect of reading concentrates on recognition of different letters of the alphabet, silent and loud reading, words recognition, choosing the right answer to a question, filling in the gaps in the text. Both pre-school and first stage of language education in primary school in Poland are based on learning through discovery and playing educational games. It is supposed to be pleasurable for pupils.

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[7] Nikolov, M., Mihaljević Djigunović, J. (2006). *Recent Research on Age, Second Language Acquisition, and Early Foreign Language Learning* [online] https://www.nuffic.nl/en/publications/find-a-publication/recent-research-on-age-second-language-acquisition-and-early-foreign-language-learning.pdf [22 February 2017]

Moreover, education in grades 1–3 is structured on integrated teaching provided by a generalist teacher. Music education, art education, physical education (PE), computer classes and modern foreign language classes can be taught by a specialist teacher with relevant qualifications. This type of education supports children with their intellectual, emotional, social, ethical, physical and aesthetic development which later is evaluated upon scope of knowledge and skills to be acquired by pupils completing education in grade 3. As far as the foreign language hours are concerned there are minimum of 190 of them on this level of education (Fig. 1).
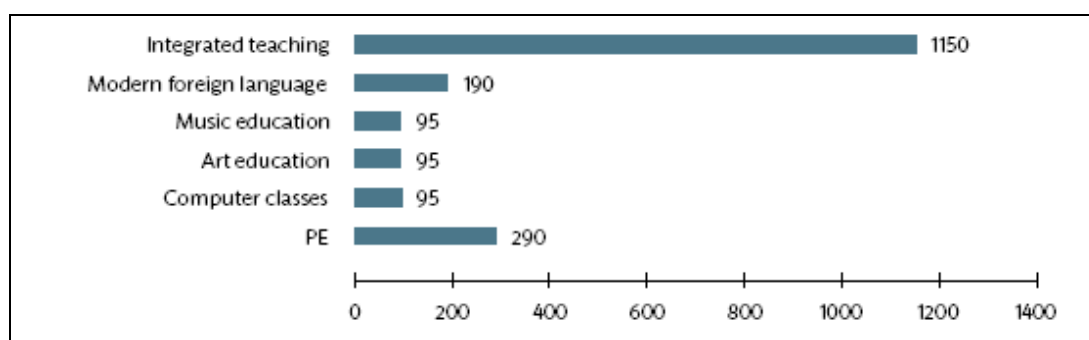
Figure 1. Stage I (grades 1–3, primary school) – minimum number of teaching hours by subject in the 3-year period

Mainly because of a different approach towards learning we need to discuss language teaching in grades 4-6. Teaching at this stage is divided into subjects, where the minimum of 290 teaching hours (45 minutes) is devoted to teaching modern foreign language (Fig. 2). It is also worth stating that at this level English teaching can be conducted by general teachers who finished language courses devoted to teaching foreign languages and held one of the officially recognized by the Ministry of Education language certificates[8].

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[8] For further information see: the Regulation of the Minister of Education from 12 March 2009 on the specific qualifications required by teachers and the identification of schools and cases in which teachers can be hired without suitable higher education training or completion of establishment of teacher training education. [online] http://isap.sejm.gov.pl/DetailsServlet?id=WDU20090500400 [10 March 2017]
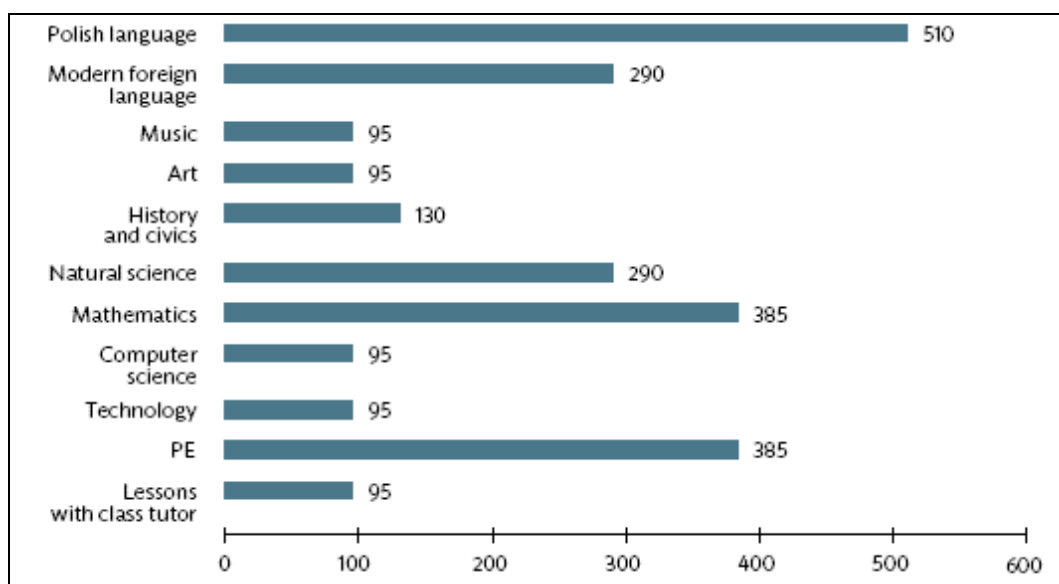
Figure 2. Stage II (grades 4–6, primary school) – minimum number of teaching hours by subject in the 3-year period

As far as teaching of English in grades 4-6 is concerned, it is taught by English language teachers with at least a Bachelor's degree in English Philology. Each lesson lasts 45 minutes and the number of students in class varies from 8-12 pupils. It means that a class is divided into two language groups as it is believed that learning in smaller groups guarantees the individual approach of a teacher and much better learning environment. There are at least 3 hours of English per week. The teaching is divided into stages, where each lesson is devoted to a different aspect of a language (listening, speaking, reading and writing). Here students are exposed to themes like: man, house, school, work, family and social life, food, shopping, travelling and tourism, culture, sport, health, wild life but also aspects of grammar like tenses and constructions which students are required to learn too. Grammar itself here is more explicit. It is even possible that entire unit of a lesson will be devoted to one aspect of English grammar. Additionally, a list of phrases and language functions is provided at this level (Piotrowska and Sztyber, 2012, pp. 17-20). Normally teacher concentrates his/her efforts on listening, speaking, reading and writing. It is mainly because at the end of this type of school students will be examined through standardized test which is set by the Central Examination Board and assessed by Regional Examination Boards. The exam itself is obligatory, however it does not have an impact upon the admission to the circle of study. It serves as an guideline for parents. It is intended that by graduating students will achieve at least A1 level of English (CEFR – Common European Framework of Reference for Languages).

3. The lower-secondary school (gymnasium)

This type of school last 3 years, for those who successfully completed the primary school confirmed by the leaving certificate it is accompanied by a certificate from the Regional Examination Board where students' results are stated. Nowadays, at school, pupils aged 13 to 16 are required to study not one foreign language but two. Normally it is English and German, rarely French, Spanish or Italian (there are 450 hours devoted to both languages, fig. 3). At the end of this school students are required to take external examination which gives them access to upper-secondary school.
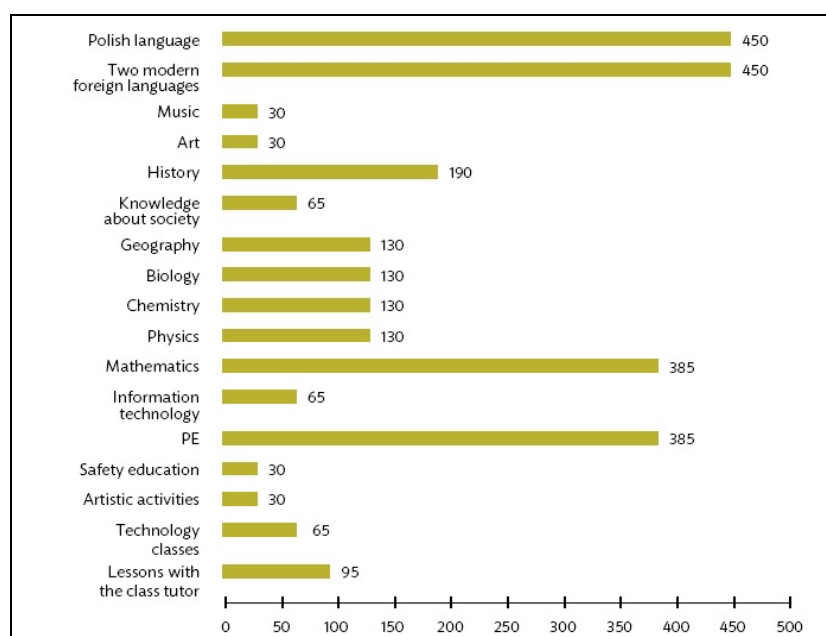
Figure 3. Stage III (grades 1–3, lower secondary education) – minimum number of teaching hours by subject in the 3-year period

The language classes are divided into 14 themes where students listen, speak, read and write on the topic which is covered. These topics are as followed: human, home, school, work, family and social lives, food, shopping and services, tourism and traveling, culture, sport, health and nature (Tittenbrum and Piotrowska, 2012, pp. 10-20). Despite many similarities, at this level of education the material is covered in greater details. At each lesson students explore the abovementioned themes through discussions, reading articles, listening to dialogs, writing stories, essays, etc. Each topic should be interesting to as many members of the class as possible. Unfortunately, what many educators experience is that students are clueless about aspects of their daily lives. Even though, the topics are relatively easy students are unable to

explore these topics thoroughly – they lacks ideas not to mention the vocabulary that they should have gained previously in primary school. Maybe, it is the lack of revision and the fact that they do not use a foreign language outside so commonly. Of course, it can be overcome as educators have a chance to engage their pupils in exchange programs like *Erasmus,* to enable them to speak a foreign language in more natural environment.

4. The upper-secondary school
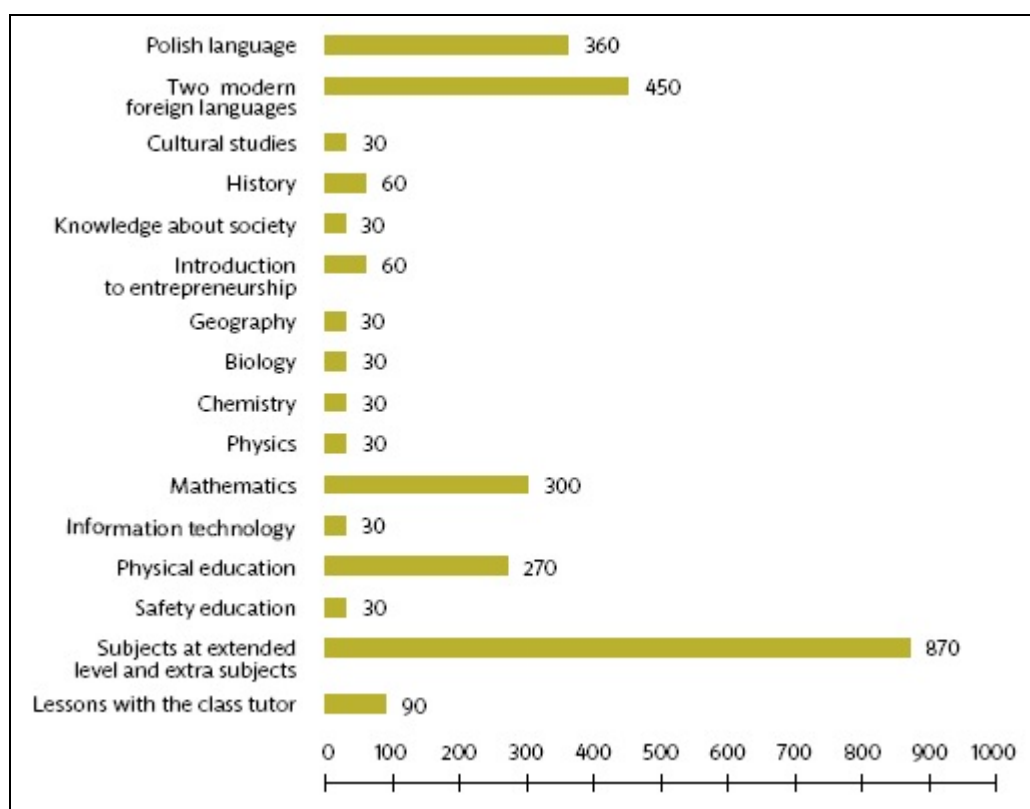
Figure 4. Stage IV (grades 1–3, general upper secondary education) – minimum number of teaching hours by subject in the 3-year period

To teach in this type of school a language teacher is required to hold a master degree. Again, at this type of schools students often choose English as the main language. As we can see from the chart there are 450 hours for two foreign languages, which around 360 is dedicated to the first language and around 90 to the second depending on the type of school or classes' majors (Fig. 4). At this level of teaching it is even more challenging for any language teacher to create thought provoking, interesting classes when the topic of a lesson is weather. Obviously, such classes can be conducted in a way so they are extremely interesting but it

involves extensive lesson planning and resources. At this stage students should be challenged with more suitable core curriculum and not an upgrades version of the very same core which has already been covered in the lower-secondary school. As the very same vocabulary is covered both in lower and upper-secondary schools. The process concentrates on the same topics, like home, school, human etc (Krajewska, 2012, pp. 17-27). Of course the learning process is more demanding and the exercises covered during learning are different. However when we think that we deal with students aged 16-20 years old we, as educators, should ask ourselves whether our students are interested in classes when they are asked about the weather and their favorite book… And so on and so forth. For this reason it is essential for any educator to use additional materials, for example: English literature to work with students, to make it a litter bit harder and suitable for their age. The language teaching at this stage should be similar to what the native language looks like as there are many students who, at this point, have been learning English for more than 10 years. The content of it in upper-secondary school should be concentrated more on philosophy, concepts of truth, lie, death, life during which students should expand their knowledge. Only because of that approach students would be able to use English in their everyday life. The topics covered should be adjusted to what aspects of lives matter to them, they must not be trivial. As, for many of them the only reason they learn English at this level is the fact that a foreign language is required to be taken during the matriculation exam.

5. Conclusion

Pupils and students are the subject within the teaching process. Especially in public schools each subject is different as far as his/her abilities, skills, interests and motivation towards learning. Even the way every pupil or later student acquires knowledge is different – they study using different senses, some of them use their visual potentials, others rely on their hearing and those who need to involve every sense they can to make it possible to absorb the information presented by the teacher. English language teaching in Poland despite its level, whether it is conducted in primary, lower-secondary or upper-secondary schools is based on different methods of language teaching, which is a "scientific way of teaching any subject. It guides teacher *How to teach* and *How his teaching may be effective"* (Patel and Jain, 2008, p. 71). Currently, within Polish education system the *eclectic approach* is commonly used. As it is explained by Billah it "is the label given to a teacher's use of techniques and activities from a range of language teaching approaches and methodologies. The teacher decides what

methodology or approach to use depending on the aims of the lesson and the learners in the group"[9]. Teaching foreign languages and especially English language is concentrated on *holistic approach*, which takes into consideration individual approach towards the learning process and especially to a pupil and later a student. It is done by encouraging students that they are capable of achieving success. Also, by building a learning awareness within each student so he/she is able to measure knowledge on its own. Additionally, the approach we can witness within Polish education system is a communicative one when speaking seems to be the most important skill. The great deal towards speaking is seen, teachers value fluency over accuracy. So as long as the student expresses his ideas orally, minor mistakes are not so important. However, for the communication to be possible it is also important for students to understand that such great influence is placed on listening and vocabulary because without them it will not be possible for students to understand anything.

The English language teaching in Poland is a changing process due to the fact that the education system depends on the government for this reason it is exposed to great number of changes almost every cabinet change (the upcoming change is to be expected school year of 2017/2018). We can speculate whether such changes are positive or negative, as one is able to find both advantages and disadvantages in it. However, we can advocate that the fact that pupils in Poland start their language education early is a very positive aspect. Still, we should work on the fact that whenever a pupil starts a new school primary, lover-secondary and upper-secondary school it starts the language learning from the very beginning. Of course, we may say it is very good as each of them has a chance to revise. Unfortunately, it is very hard and almost impossible to obtain B2 level of language proficiency in public education system. Honestly speaking for the great number of students it is a well deserved B1 plus. It should be required that especially during the lower and upper-secondary schools the once-covered topics will be only explored further, without unnecessary repetitions. It has become a good practice for many educators to engage their students in exchange programs like Leonardo da Vinci, *Erasmus Plus* or *Euroscola* where students have a chance to go abroad and use the language that they learn, to be able to see the real reason behind learning. Also the fact that more and more students, not only those living in the urban areas but also rural ones have access to the Internet where they can use English and other languages is useful. Moreover, the fact that students want to have access to the latest movies, series, video games which are not translated instantly, such reality determines them to use a foreign language whether they want it or not.

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[9] Billah, M. (2015) *Eclectic approach to teaching language* [online] http://www.observerbd.com/2015/02/13/72233.php [15 March 2017]

Last but not least, the fact that in the future they might be forced to work abroad is a determinant for them to learn at least one foreign language, mainly English. However, I strongly believe that the content of it should be more suitable to the knowledge they already posses and topics they study during other classes, especially the ones they cover during the classes of their mother tongue.

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OLGA MISECHKO[1]

Teaching Foreign Languages to Young Learners in Ukraine: Pages of History

This article represents a brief overview of the history of early language education in Ukraine. It starts with the period of the Russian Empire, when skills in foreign languages were valued as a mark of a privileged social status and an integral part of the liberal arts education curriculum in gymnasiums. Then it goes on with the primary language education of the Soviet period, starting with the late 1940s when the idea of an 'early-start' in teaching foreign languages to young schoolers was introduced on the state level, and first schools with a number of subjects instructed in a foreign language were set up. It also focuses on the experimental teaching of foreign languages to 4-6-years-old children in the 1960s and 1980s. The author completes with the account of changes in the early language education in Ukraine in the post-Soviet period, when this practice became regular in primary schools. Issues of training teachers of foreign languages for kindergartens and primary schools are also shortly covered.

1. Introduction

Teaching foreign languages to young and very young learners is not a novel idea in Ukraine. Today, it develops from the perspective of lifelong learning and integration into the European education system.

Proofs can be found in many policy-making documents. The Law on Education adopted at the dawn of the post-Soviet history of Ukraine in 1991 proclaimed interconnection of the national educational system with the education of other countries. In the following years, foreign language acquisition was perceived as an important educational objective. A great practical role of getting familiar with the culture of the target language countries was emphasised. Therefore, scientists, methodologists and teachers faced the task to provide new aims, conditions and strategies for improving the process of teaching and learning foreign languages as a means of intercultural communication.

The draft of a new national concept of teaching foreign languages in Ukraine published in 1994 put forward the proposal to start teaching a foreign language in kindergarten, as well as to teach two or more foreign languages at school (Концепція, 1994). It defined the principles

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of designing educational programmes for different age groups and ways to implement them in life.

Since 2001, the language policy-making documents are following the key points of the Common European Framework of Reference for Languages. The National Doctrine of educational development signed by the President of Ukraine in April 2002 confirmed the priority of integration of the national education into the European and world educational areas, and claimed that "the state establishes a system of continuous linguistic education, which ensures the mandatory acquisition of the state language by Ukrainian citizens, the ability to master the native (national) and practically use at least one foreign language" (Указ, 2002). As a part of this policy, the tendency for early language learning has gained a huge acceleration in recent times in Ukraine. Alongside high contemporary topicality of the issue of early language teaching and learning in Ukraine, it grew out of centuries-long practices.

2. Early language learning as a mark of a privileged social status at the period of the Russian Empire

At the beginning of the XVIII century, it became a fashion in rich and aristocratic families of the Russian Empire to invite native speaker tutors and governesses to teach children European languages, especially German and French. Communication with a native speaker was considered the most natural way to learn a foreign language. Typically, children and their tutor/governess stayed isolated in a separate part of the building where most of their daily lives proceeded, so that they were exposed to a foreign language since their very early years. There was even a requirement to the tutor/governess not to say a word in Russian. Thus, "a natural" target language setting was artificially created. Very often, the foreign language was used as the language of communication between the family members. This way, children acquired perfect native pronunciation, skills in oral speaking, reading and writing. In not so rich aristocratic families, mothers taught foreign language for their own children. A possession of one or more foreign languages since childhood was an important social indicator of aristocratic origin, good upbringing, and fine manners.

In 1730-1740s, new educational institutions – private pansions for offsprings of the noble families – started to open in big cities of the Russian Empire. The owners or headmasters of the pansions were mostly French or German. Foreign languages (usually French) became an important part of the compulsory education in these educational institutions since 7 years of age. Children, teenagers and young adults were trained to use elegant and refined spoken and

written language to produce favourable impression at the dancing balls or at different social events for the aristocracy.

Learning foreign languages was extremely popular in the process of educating girls in private pansions or at home. In the so-called Institutes of noble girls – closed schools of secondary educational level that were set up at the expense of noble societies or individuals – French or German were taught starting from the earliest age and occupied the central place in the curriculum. The first educational institution of this type for girls in the Russian Empire – the Smolny Institute – was opened in 1764 near St. Petersburg. In Ukraine, the Institutes of noble girls were founded in Kharkiv (1812), Poltava (1818), Odessa (1829), Kerch (1836), Kyiv (1838). For example, at the Poltava Institute, French and German were used as the language of instruction at the lessons of Russian and world history, geography, mythology, French literature. The training was conducted in groups, according to the popular then Lancaster system. Due to the intensive practice in foreign languages for 9 years (since the age of 8-10), girls received sufficient training in order to make their living as home tutors or teachers (Первая, 1900).

Since the very beginning of the XIX c., in just opened gymnasiums – 4-year general educational institutions of secondary level for boys – foreign languages (Latin, German and French) constituted an extensive in volume and educational value part of the curriculum. Without knowledge of these languages, future university students would not be able to listen to and understand lectures in academic subjects delivered by professors invited during the first decades of the XIX c. mainly from abroad.

In 1828, the period of schooling at the gymnasiums increased to 7 years, and old-Greek was added to the list of foreign languages. The classics (Latin and Greek) were referred to as the major subjects and alongside mathematics were defined as the most reliable foundation of learning and the best way to raise and strengthen the moral virtues of boys. Latin started from the first year of schooling, and Greek – from the fourth. Intensive reading and translation of pieces from the literature and history of antiquity provided the learners with cultural values of the ancient world, as well as historical and geographical knowledge. Of the two modern languages, German was taught from the first year of studying, French – from the fourth. Thus, in their first year of gymnasium education, 10-year old boys studied three languages – Russian, Latin and German simultaneously. The number of weekly language hours varied, increasing at the peak of the popularity of classic gymnasiums in the 1870s (*Table 1*).

Languages studied in different types of gymnasiums	School curriculum 1828			School curriculum 1864											School curriculum 1871				School curriculum 1872		
	Classical gymnasiums			Classical gymnasiums with Greek and Latin			Classical gymnasiums with Latin only			Real gymnasiums			Classical gymnasiums					Real gymnasiums		
	Classes																			
	I	II	III	I	II	III	I	II	III	I	II	III	Prep. class	I	II	III	I	II	III
Russian	4	4	4	4	4	3	4	3	3	4	4	4	6	4	4	4	6	5	4
Latin	4	4	4	4	5	5	4	5	6	-	-	-	-	8	7	5	-	-	-
Greek	-	-	-	-	-	3	-	-	-	-	-	-	-	-	-	5	-	-	-
German	2	2	2	3	3	2	3	2	2	3	3	3	-	-	3*	3*	6	6	4
French	-	-	-	*	*	*	-	2	2	3	3	3					-	4**	4**

* one of the languages was chosen by the pupils
** any other foreign language, besides French, could be taught

Table 1. Number of weekly language classes at the early stage of gymnasium education
Source: Alyoshintsev, 1912; Konstantinov, 1947

From their first days at classical gymnasiums, boys at the age of nine or ten were given grammar books written in Latin or German, and were required to learn the material by heart. From time to time, teachers organized question-and-answer sessions in a foreign language. Learning both classics and modern languages gradually turned into cramming grammar rules and vocabulary units just to translate texts or sentences. Gymnasium teachers of languages were mostly foreigners who did not know the Russian language well enough to provide translation into Russian. Spoken skills were not trained at all (Столетие, 1905).

In real gymnasiums and gymnasiums for girls that started to open in the second half of the XIX century learners were provided with more practical skills in modern languages necessary for business contacts (real gymnasiums) or social life and further employment of a home teacher (girls' gymnasiums). The growing practice of international business, commerce and travel communication lead to the development of new methods of teaching foreign languages, aimed at mastering skills of spoken language. In the Russian Empire, such methods became very widely used for teaching modern languages to young learners in real gymnasiums and girls' gymnasiums, while they never were officially recognised in classical gymnasiums.

Interestingly, despite vast in volume and major in educational value importance of foreign languages in the system of primary and secondary education in the Russian Empire, there have never been any higher educational institutions for training teachers of modern foreign languages. Philological faculties of universities took care only of academic preparation of gymnasium teachers of classics. In teaching modern languages, native

speakers predominated in both state and private schools. Only at the very beginning of the twentieth century, first departments of Roman-German philology appeared at the Russian Empire universities, which took the responsibility of training teachers of modern languages (French, German, and English) to substitute native-speakers.

3. Educational paradigm shifts of the Soviet epoch

After the Bolshevik revolution of 1917, the centuries-old tradition of learning foreign languages since childhood has turned these languages in the eyes of the working class and peasantry into a sign of belonging to the privileged social strata. Some leaders of public education in Russia and Ukraine considered the study of foreign languages as a bourgeois relic (Временное положение, 1919 г.). Articles appeared in the press that denied the role of foreign languages in the new society. They kept insisting on incompatibility of the study of foreign languages with the principles of the new school for the proletariat and peasantry. As a result, foreign languages became not necessary in the school curriculum and gradually disappeared from it in Ukraine.

Meeting the growing need in western technologies and specialists for huge industrialization of the Soviet economy, a campaign "Foreign languages – to broad masses" was organized in 1927, popularizing learning foreign languages among young engineers and workers. A series of decrees was issued, aimed at improving language education standards in institutions of higher learning and comprehensive schools. Among the most significant was the Central Committee of the Communist Party Decree "Concerning the Instructional Programmes and the Regime of the Primary and Secondary School" (1932), which recognized "the necessity of providing every secondary school graduate with the knowledge of a foreign language" (Про навчальні, 1947). Since then, the creation of various options in language education has begun at a steadily increasing pace.

When in 1932 foreign languages joined a list of compulsory school subjects again, they did not return to primary school up to 1946. The study of foreign languages (German, French, and English) started in the first year of the secondary school (4th grade). During that time-period, first Institutes of foreign languages were organized in the Soviet Union that set off regular practice of training non-native teachers of foreign languages instead of using foreign native-speakers for language instruction. This practice still dominates in Ukraine.

After World War II, the Soviet Union began actively considering the issue of improving the teaching of foreign languages in general and of introducing the early start of language learning in particular. This issue was forced by poor results of contacts with both enemies and allies shown by Soviet military men and civilians during the war. The growing geopolitical tension of coming "cold war" that started in the late-Stalinism period between the countries of the Eastern block and the Western world turned the issue of nation-wide literacy in foreign languages into a matter of national security (Pavlenko, 2003).

In 1947, the Council of Ministers resolution "On improving teaching of foreign languages in the secondary school" announced new priorities in foreign-languages education. Teaching one foreign language was emphasised obligatory for all schools (despite previous official intentions this demand could not have been fulfilled before because of lack of teachers, especially in rural schools). The network of pedagogical institutions for training teachers of foreign languages was significantly expanded (Misechko, 2008). Spanish joined the list of foreign languages at schools. The ratio for languages studied in urban schools was initiated: 45% of schools with English language teaching, 25% – with German, 20% – French, 10% – Spanish (Про поліпшення, 1947). The issue of early language learning was raised. The initial stage of learning a foreign language was allowed to move into the third form (if there was a sufficient number of teachers), i.e. it became possible to start teaching foreign languages in a primary school. For the first time, schools opened with teaching of a number of subjects in foreign languages where the study of a foreign language began in the second form. Overall, this resolution became a breakthrough in the development of early language learning in the Soviet Union.

First textbooks for early language learning were designed by domestic authors, published in Moscow or Leningrad, and disseminated throughout the Soviet Union. The content and illustrations in the books followed the ideological trend of using foreign languages for propagandistic purposes. On the one hand, they reflected the realia of the post-war reconstruction, glorified the Soviet values, holidays and history. Among the first words in the vocabulary of schoolchildren in their first year of studying a foreign language there were many ideologically coloured units. For example, such neutral words as "tie", "star", "pioneer" were associated in the English textbook in both context and picture with a Soviet pioneer as a member of mass organization for children operated by the Communist Party, a Soviet pioneer tie or a red star as communist symbols (Godlinnik, 1947). Meanings of the words "map", "flag" were explained through illustrations of the map and national flag of the Soviet Union. For the topic "We are Reading", the word "slogan" (not "a story", or "a fairy-

tail", or "a poem") was introduced into kid's vocabulary as a usual option for reading in sentences like "This is a slogan", "Ann is reading a slogan.", "They are reading a slogan.", "Who is reading a slogan?" (op. cit., p. 69). Typically, 9-year-old kids in their first year of studying the language had to read, translate, say and write down ideological slogans like "Long live the Red October!", "Long live the First of May!", "Long live the Soviet Union", "Long live our Great Leader Comrade Stalin!", "We love our Great Leader Comrade Stalin!"

On the other hand, in the period of late Stalinism, primary school language textbooks did not provide any objective information about life in the West. As a Russian researcher M. Mayofis (2014) traces it, while in the 1930s the foreign language was positioned as a means of communicating with like-minded people abroad – communists and socialists, in the late 1940s Soviet children who studied a foreign language lost an imaginary foreign counterpart with whom they could, at least theoretically, join the conversation. Looking for possible reasons of the fact, the researcher reflects on the deep distrust of the Soviet leaders of that time to everything foreign, especially to what had to do with the English-speaking world.

In the academic year of 1948/49, learning a foreign language from the 3rd form became compulsory not only for schools in regional centres, but for all secondary schools of the Soviet Union, and continued through the 7th-10th forms, which resulted in five-eight years of exposure to the language. Thus, the 'early-start' of teaching a foreign language (English, German, French or Spanish) to 8-9-years-old was expected to become widely introduced into school practice. The English language that got ever-widening popularity challenged the priority of German. Although the introduction of Spanish into secondary schools in 1947 (not in 1955, as J. Ornstein (1958) wrongly stated) was supported in terms of pre-service teacher training and instruction materials, it seemed to be not very successful at this historic stage. According to statistical data on teaching foreign languages in schools in Ukraine, in 1952/53 a. y. Spanish was taught in 100 classes in big and small towns (in 75 third forms, 22 fourth forms, 2 fifth and 1eighth forms), making total of 3,562 students (Відомості, 1952/53). However, at the beginning of 1956/57 it was not taught in any classes at all (Додаткова, 1956-57).

Whatever promising the prospects of foreign language education in the Soviet Union were, there was a critical shortage of qualified language teachers. Therefore, a five-year plan for training school teachers for 1949-1955 was developed. However, both the existing and planned teacher-training institutions did not suggest any special preparation for language teachers of primary schools. There were no special academic subjects, course-books or other

resources that would dwell on peculiarities of teaching young learners. A significant disadvantage of pre-service teacher-training was the lack of a differentiated consideration of the content and methods of teaching at the elementary, middle and high school-levels.

Meanwhile, so-called "specialized schools" were initiated which would offer intensive instruction in a foreign language since the 2nd form with two-three times more weekly language lessons than in regular schools and a number of subjects taught in the target language at the senior school level (8th-10th forms). In the second half of the 1940s, the first schools with intensive course in English were opened in Moscow, Leningrad, Kyiv based on male secondary schools (in 1943-1954 separate schooling for boys and girls was in practice in the USSR). In 1956, schools with intensive course in German appeared. Such schools used to give more profound practice in language starting with the primary level, and a big part of their graduates would enter institutes or faculties of foreign languages for professional language study. However, from some documents found in the State Archive of the Russian Federation it becomes clear that the state authorities and educational establishment were seriously worried by what they called 'a very big danger' in the organization of these schools that came from closer exposure of schoolchildren to the literature, history and other cultural artefacts from the country of the target language (Mayofis, 2014, pp.181-182). The greatest fear was of a possible negative impact of the target language and culture on Soviet children who appeared in a privileged position as compared to their fellows from regular schools, as they got closer and not always amenable to ideological control access to information about the Western world.

In the middle 1950s – early 1960s, on the new socio-political background of "Khrushchev's thaw" and the revival of international contacts between the USSR and the outer world, some major changes were introduced into language education. In 1961, the resolution of the Council of Ministers of the USSR "On improvement of learning foreign languages" delayed the initial stage of teaching a foreign language in regular schools until the fifth form – middle school. However, this resolution allowed organizing special groups for foreign language classes in kindergartens and primary schools (on the wishes of the parents), designing educational programmes, textbooks, books for reading, audio- and video-resources, and developing methods of teaching foreign languages in these groups. It declared also expanding the net of specialized schools with intensive language instruction.

The Soviet applied linguistics finally turned its face on the needs of early languages learning at pre-school and primary school age and actively set about the development of language learning syllabus and teaching aids. Some scientific experiments on teaching

foreign languages to pre-schoolers and primary school children started. One of the organizers and participants of such an experiment in six kindergartens and several primary schools of Leningrad that began in academic year 1957/58 and lasted for 4 years reported that about 1,800 kids (5-10 year-olds) were exposed to experimental teaching of French, English and German (Чистякова, 1962). The main aim of the experiment was to clarify certain regularities in a foreign language acquisition by preschool and early school children and to determine the most effective methods of instruction, in particular methods of work on pronunciation, assimilation of the grammatical structures and vocabulary. Language classes in kindergartens took 20-30 minutes, and were conducted three times a week. In schools, children had two or three extra-curriculum classes that lasted 45 minutes each. The major results confirmed that children were most successful in mastering pronunciation habits through imitation drills and attained new sounds better not isolated but in word chunks or phrases. Besides, positive impact of pronunciation exercises in a foreign language on pronunciation habits in kid's mother tongue was traced. In terms of lexical habits, the experiment proved that 5-6-year-olds could learn up to 6 new words on a topic at one class, which made 250-300 new words in a year. The researchers also concluded that kindergarten kids learned new grammatical forms in lexical patterns quicker and reproduced them more correctly than schoolchildren. Although rich in outcomes and inferences, the experiment was seriously hampered by absence of specially prepared resources for teaching young and very young learners.

In general, scientific articles published in the late 1950s-early 1960s in the only specialized journal on teaching foreign languages in the Soviet Union – "Inostrannye yazyki v shkole" ("Foreign languages at school") – claimed that the theoretical background of early-start language teaching methodology in the country was insufficient and scarce (Бим, 1962). That is why, teachers-practitioners had to gain new knowledge through practice, often making mistakes, learning from their own experience, and sometimes losing enthusiasm. From the report of a schoolteacher from Lviv (Ukraine), who began to teach children English from the first form in 1957 (Агурова, 1959), we get to know that, under the program of the Ministry of Education of the Ukrainian SSR, primary school children had to learn 200 words in the first form grouped according to topics "Our class", "About myself", "My day", "The seasons". The teacher mentioned that she used only oral forms of work, including games, because learners were not supposed to read or write in a foreign language in the 1st and 2nd forms.

Since 1978, the initial stage of learning a foreign language at regular schools returned to the fourth form that was the last year of the primary school. The number of specialized schools with intensive instruction in a foreign language from the 2nd form, especially English, was constantly growing.

Traditionally, all the school course-books for teaching foreign languages in the Soviet Union were designed and published in the Russian Federation, in Moscow or Leningrad, and then spread to all the other Soviet Republics. In Ukraine, the first national experimental course-books for studying English in the 4th form appeared only in 1983.

Early start in teaching foreign languages became again the subject of concerned discussion among researchers, teachers, and parents in the late 1980s. The previous experience of the 1960s-1970s proved that systematic exposure of children to specially organized language learning classes could produce positive results even in the absence of authentic foreign language setting. So, in September 1987, a large-scale educational experiment was launched in the Soviet Union on teaching foreign languages to four-year-old kids in kindergartens and to six-year-old primary school children (Иностранный, 1987; Первые шаги, 1988). In Moscow kindergartens and schools, the study of four languages was organized – English, German, French and Spanish; in Leningrad and Sverdlovsk – of three languages (English, German, French), in Voronezh – of Spanish. This time, special manuals and guidelines were developed for the experiment. To participate in it, teachers got special in-service training at the teachers' retraining courses. The experiment focused on developing motivation for learning a foreign language, communicative skills, and abilities to solve simple communicative tasks independently. Teachers were using a lot of language games, rhymes, songs, dances, colouring and drawing tasks that allowed repeating new vocabulary, speech patterns, phonetic and grammatical elements. The experiment showed that children did not get tired of lessons; most of them successfully coped with the language material, understood teacher's guidelines and could speak on basic topics. In addition, parents reported that children continued to play language games at home with their toys, which indicated the growing interest of children of this age to using a foreign language.

However, the results of the experiment had not given then a clear positive response to the question of whether the early learning of foreign languages should become a widespread practice. During the discussion that followed in 1988 (Первые итоги, 1988), two opposite viewpoints met face-to-face. Proponents of one of them appealed to positive social, historical, pedagogical and psychological arguments and to the results of the experiments at home and abroad in favour of continuing the research on content and forms of early language learning.

While the supporters of the opposite viewpoint rather doubted that early language start could solve the problem of increasing the efficiency of foreign language acquisition at school. They suggested that the majority of primary school children were not ready for early exposure to foreign languages, and insisted, instead, on increasing the number of weekly language lessons at the middle and upper school-levels.

The discussion had no formal ending because in 1991 the problem of early language learning turned into the issue of education policy of separate independent states formed after the collapse of the Soviet Union.

4. Early language teaching practice in Ukraine since 1991

In August 1991, exercising a release from the constraints of the past Soviet Union policy of self-isolation, Ukraine started to build new communication strategy with the world. The previous role of Russian as a major tool of international communication was substituted by other world languages. It happened to a greater degree because of the negative association of Russian with the Soviet past and the artificially enforced domination of the language over native languages of other ethnic groups in the USSR. Thus, other languages, particularly English, were welcomed as a counterbalance for the former negative experience with the Russian language. Conceptual changes were made in both native and foreign language education.

In the field of early language education, the 1990s marked a transition period from experimental teaching to mass practice of studying foreign languages (English, German, French, and Spanish) in primary schools. In the process of updating the content of school education, researchers began increasingly to turn to the experience of Western European countries in this area. One of the first documents in which an attempt was made to combine domestic and foreign experience in language education was the draft Concept of teaching foreign languages in Ukraine (Концепція, 1994). Particularly, the Concept put forward the proposal to start teaching foreign languages at preschool age, and to teach two or more languages at school.

A new national school programme adopted in 1995 declared gradual introduction of learning a foreign language into the basic curriculum of the 1st or 2nd year of schooling up to the 11th year. This graduality was determined by the need to prepare the relevant specialists and instructional materials. The first year of learning a language was seen as a special

propaedeutic course (2 classes a week), during which 6-7 year-olds had to obtain initial habits and skills in listening, speaking, reading and writing so that they would be ready to master the basic course in the target language. The main emphasis was placed on the psycho-physiological characteristics of young learners, involuntary memorization of educational material, and use of games, songs, lyrics, poems, music, facial expressions, gestures, movements, sound imitation. Teachers were equipped with much better theoretical platform, technical and visual aids, teaching sets and additional teaching materials. For the first time, they were allowed to use different resources, besides the designed inside the country textbooks, and to go beyond the officially offered syllabus and increase the learners' vocabulary through studying additional topics.

During this term, the programme of training pedagogical staff for teaching foreign languages in kindergartens and primary schools were discussed and implemented for the first time. The appropriate training of qualified specialists for efficient age-specific teaching languages to young (please, specify what 'young' means) and very young learners (please, specify what 'very young' means) became an important issue. The previous strategy of using graduates of the foreign languages faculties who were qualified as secondary and upper secondary school teachers to carry out the language classes to kids, turned out inefficient. The problem was that their educational qualifications did not meet the requirements of pedagogy and methods of elementary education and its specifics.

The practice of using teacher-training colleges in the 1990s to educate junior specialists in pre-school and primary school education with the right to teach a foreign language did not succeed because of non-compliance with state regulatory requirements for a teacher of a foreign language. It turned out that primary school teachers exposed to a foreign language competences and methodology through few specially designed courses experienced many educational constraints in their professional practice, and, therefore, not very willingly engaged in teaching the language. That is why progress in introducing foreign languages to all primary schools was very slow.

Since the beginning of the XXI century, teachers are trained in Ukraine in two specialties: "pre-school education" and "primary education" and a foreign language is added to the specialization, too. Thus, they can get qualifications that sound "Organizer of preschool education. Mentor of preschool children. Teacher of Foreign Language in Kindergarten "or "Organizer of Primary Education. Primary school teacher. Teacher of Foreign Language at Primary School ". The pre-service training in the field of early foreign language education is carried out in three types of higher education institutions:

(1) in 41 pedagogical colleges, which prepare primary school teachers or preschool teachers with the right to teach a foreign language;

(2) in pedagogical universities (linguistic institutes);

(3) at the faculties of foreign philology of the classical universities (a total of 37 universities /institutes).

However, the required number of language instructors is still not satisfied because of financial unattractiveness of the teaching profession and the constant outflow of specialists with high language performance from schools to other areas of professional self-realization.

In the 1990s, teaching foreign languages in Ukraine was significantly facilitated by a start of active cooperation with Western educational and cultural institutions in the field of target language education. Different forms of collaboration were launched: opening of language resource centres; introduction of authentic language textbooks and instruction materials; initiation of language courses and summer language camps; promotion of information on the best teaching methods; exchange of secondary school and university students and language teachers; training programmes and internships; establishment of teacher-to-teacher links, etc. International partnership in language education and access to the authentic language teaching resources have fostered the practice of early language learning both in state and private educational institutions.

The 2001 school syllabus in foreign languages claimed the term of language study from the 2nd till the 12th form. It also introduced competence-based approach and recommendations of the Council of Europe on plurilingual language education at various language acquisition levels. The methodology of teaching and learning foreign languages focused on the purposes of intercultural communication. Pragmatic orientation of the new strategy determined the goals and content of learning from the standpoint of preparing for communication with native speakers and working with authentic sources of information (Nikolayeva, 2004). This general strategy of teaching a foreign language was included into the new State Standard of basic and complete secondary education adopted in 2004. Moreover, it has also decisively shuttered the outdated mode of studying the mother tongue in Ukraine as a knowledge-based system, and turned it into a dynamic process of acquiring communicative competences.

In 10 years' time, the State Standard of Primary Education (2011) approved the obligatory study of a foreign language from the 1st form in all types of general educational institutions. According to this Standard, the curricula of all regular primary schools in

Ukraine include 1 lesson of the first foreign language per week in the 1st form and 2 lessons in the 2nd-4th forms. In specialised schools, there are 3 weekly lessons in the 1st-3rd forms and 4 lessons in the 4th form. The level of language knowledge at the end of primary schooling has to correspond to level A1, as defined in the Common European Framework of Reference for Languages. This State Standard emphasises on taking into account cognitive abilities and needs of pupils of primary school. It determines the content of primary education as based on common values and principles of science, multiculturalism, secular education, systematic and integrative training and education on the principles of humanism, democracy, civic awareness and mutual respect between nations and peoples in the interests of the individual, family, society and state.

A Concept for the teaching of a second foreign language (Red'ko at al., 2004), and corresponding school syllabi were developed. Therefore, in the 2005/06 ac. y., compulsory study of a second foreign language since the fifth form (to 10-11 year-olds) began. However, practical implementation of this good intention of the Ministry of Education and Science of Ukraine did not live up to its expectations. In many schools, especially in rural districts, there was serious lack of teachers qualified in two foreign languages. That is why, in schools where English was studied as the first foreign language pressure on parents in choosing a second language was reported in mass media. Parents were forced to "voluntarily" choose Russian or a language of national minorities inhabiting the territory (Polish, Hungarian, Romanian, Bulgarian, Moldavian, Slovak and some others) instead of French or German. In the summer of 2014, after extensive public discussion, the Ministry approved changes to Typical Curricula for the 5th -9th forms that were supported by teachers, pupils and parent communities. In particular, the compulsory study of a second foreign language from the fifth form in schools where the conditions for this were not yet available (absence of a teacher, etc.) were cancelled (Міносвіти, 2014). At the same time, for educational institutions where there was adequate personnel, instructional and methodological support, and most importantly – the desire of children and their parents, – a variant of typical curriculum has been developed, which allowed studying two foreign languages.

Meanwhile, the choice of foreign languages has become broader in recent times because of greater variety of qualified professionals. The last few decades have witnessed growing interest in the teaching of English to different age groups in Ukraine. According to data published in 2015, English is studied by 91% of schoolchildren (Англійська 2015). German occupies the second place. The third position belongs to French. The next in popularity is Spanish or Italian. Some students choose the Chinese language.

Today in Ukraine, bringing very young children into contact with foreign languages is fully recognized as a facilitating factor of faster language learning, development of skills in mother tongue and better performance in other areas. Early language education for the sake of naturally motivated language development of a child is provided also as an option for pre-schoolers in kindergartens or pre-school educational centres. It has become a real catch at different private courses for early development of a child since 3 years of age, that significantly raises commercial attractiveness of such courses. Researchers of the problem of an early language start in a kindergarten setting (Шкваріна, 2007), stress that this problem should be solved only in the interests of the child, so that studying the new language would be an interesting process of discoveries and cognition and not a source of negative emotions; and would positively influence the formation of personal culture without causing physical and mental fatigue.

5. Conclusions

This paper has tried to show that early foreign language education in Ukraine has a long and waves-like history that has led to accumulation of a vast experience and practical insights into the issue. The various contemporary patterns and practices of early language education evoke multiple ideas and history can provide support for many of them.

Today, Ukrainian teachers of foreign languages are striving to overcome the Soviet syndrome of isolation from the outer world and to assimilate into the community of practice where languages serve as a powerful tool of communication and intercultural exchange. It is a good sign that early language learning is recognised in the country as a significant engine of forming positive attitudes towards other languages and cultures.

Historical traditions of language education in Ukraine and far-reaching changes in the patterns of language use throughout the world make us think about the importance of creating more contexts for an early foreign language learning, besides 1-2 language classes a week. Using the foreign language as the medium of instruction in other school subjects or as a means of real communication for other school/kindergarten purposes or activities is one of possible contexts that are still waiting for implementation in Ukraine.

Early language learning is also a very strong question of the true interest of state authorities and sustainability of the state policy in language education that may contain either the seeds of defeat or the potential for advance.

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RIGA VASSILIKI[1]

Physical Education in Greek Early Years' Curriculum: Current Approaches and Prospects

Physical education consists a primary sector for young children's development in Greek Early Years curriculum. It is considered among the core objectives of all curriculums since the establishment of the first Early Years setting back in 1896, a fact that proves its eternal societal value. The aim of physical education at Early Years is the enhancement of motor, social, emotional and cognitive development of children through daily developmentally appropriate movement experiences. Therefore, physical education is not limited to training children in physical skills, but perceives movement as an integral part of their overall learning process. These objectives can be accomplished through the innovative way of working in the Early Years Foundation stage, which relies on an interdisciplinary method and project approach based on children's ideas and interests.

1. Introduction

Since 1975 all children in Greece have been entitled to free access to all stages of education, from Early Years to Higher education (University) (Greek Constitution, 1975, article 16, sec.4). Being overseen by the Ministry of Education, in 2006, Early Years Education, and more specifically the Foundation stage, became compulsory for all children 5-6 years old (L.3518, article 73).

In 2003, a significant change took place for Early Years Education, as one of Ministry's of Education initiatives included its equal inclusion during the cohesive educational planning, since it constitutes an integral part of any developed society's educational system. The Cross Curricular Framework (Official Gazette, 13/3/03) that was applied in all the compulsory stages of education was utilised to promote the initiative of unification of knowledge across the whole of the educational system (starting from the age of 5, all the way up to 15 years). The Cross Curricular Framework (CCF) is a coordinated system that outlines the content of children's learning, the procedures that need to take place for the learning objectives to be achieved, the teacher's responsibilities, as well as the context of teaching and learning.

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2. The Greek Early Years Framework

One of the CCF's core objectives in Early Years education is the promotion of cross-curricular and interdisciplinary nature of learning, especially through the implementation of projects that are grounded upon children's ideas and interests. Concurrently, teachers can use further teaching approaches such as open ended questions, feedback, narrative of own experiences, recitation of literature, drama, data collection, pictorial representations, use of modern technology etc.

In accordance with the cross-curricular approach, knowledge is regarded as a wholeness, rather than being chopped into various cognitive areas. For instance, when children work on a specific subject the teacher starts by identifying the pre-existing knowledge and experience, and build upon that, expanding children's knowledge by linking it with different learning areas, such as: maths, expressive language understanding of the world, science, art etc. Through this approach children are actively involved in the educational process, take initiatives, co-modulate the daily plan, and adopt positive attitudes towards learning (Dodge–Colker–Heroman, 2002).

In this learning environment, the teacher acts as mediator for each child's learning endeavour, adjusting the curriculum to learners rather than expecting students to modify themselves for the curriculum (Hall–Strangman–Meyer, 2003). Children and the teacher "think alongside" and co-construct the knowledge in relation to the environment (both natural and material), highlighting Vygotsky's socio-cultural nature of knowledge, as well as the importance of social interactions. However, due to the fact that the holistic approach of dealing with children does not only aim to learning, but also to children's emotional empowerment and welfare, the teacher facilitates the interactions, the relationships with "others" like friends, family and the wider community.

Cooperation with family and connection with the wider community are based upon the notion that children learn in various environments, and that learning is enhanced when these environments interact with, and complete each other. This way, the conceit of knowledge and the continuity of children's learning experiences are facilitated, while their emotional development and academic progress are also benefited (Edwards–Fleer–Nuttall, 2008). Adopting such a philosophy, Early Years Education shows the essential respect to children and their families, regardless their language group, their sociocultural identities, or, their economic background (EYFS Framework, 2011a).

Concluding the illustration of some of Greek Early Years Education's core learning objectives, it should be highlighted that the effective planning of the framework and the learning

environment is based upon the observation of the children, and the interpretation of the emerging data. Regular observation provides the teacher with the opportunity to get to know the children better, and design the planning and teaching in accordance with their needs, abilities, interests, pre-existing experiences and learning style. It also enables the teacher to empower children's will to explore and learn, by providing the proper stimulus and experiences to help them express their theories and reflect upon their actions.

3. The Physical Education in the Greek Early Years curriculum

As it has been pinpointed above, planning in Early Years aims to support the development of all children's abilities in a universal way. Throughout the history of Early Years Education in Greece (started with the foundation of the first Early Years setting back in 1896), it can be easily seen that P.E (Physical Education) has held a prominent place in the curricula, as it has been directly linked to the child's universal development.

According to the current Early Years framework (EYFS Framework, 2011b; Teaching Guidelines, 2003), P.E aims to develop the child's overall motor development through designed activities that promote physical, social, emotional and mental development. P.E in Early Years is a fundamental expedient of learning, using the child's body and movement to create the grounds upon which the children will be able to develop as a whole, improve their health, have fun, integrate to their school environment, and socialise.

Adapting to the cross-curricular approach the way P.E is delivered (Cone–Werner– Cone, 2009) enables children with different learning styles to connect their cognitive, emotional and psychophysical learning in a more holistic way. The use of motor activities assist the young learner not only to understand fundamental pre-maths concepts and make empirical distinctions among geometrical shapes, but also to estimate natural scales, sort objects, obtain skills related to reading and writing, and create relationships to achieve a target, or solve a problem.

Participating in motor activities aids children not only to develop fundamental motor skills (stationary, locomotion and object manipulation), but also to obtain transferable knowledge and skills for their later life such as: (EYFS Framework, 2011b; Teaching Guidelines, 2003):

- − Learning to maintain good shape to promote a healthy lifestyle,
- − Activating creative and critical thinking,
- − Developing verbal communication,
- − Enhancing the cognitive skills though problem solving in movement,

− Developing self-expression, self-esteem and courage,

− Developing positive attitudes towards cooperation, acceptance and support,

− Demonstrating socially responsible behaviour,

− Understanding and respecting difference,

− Perceiving the notion of Olympic idea and the importance of great sports events,

− Learning to accept the rules' compliance, as well as the proper way of using the educational tools,

− Acquiring a positive experience from physical activity.

Thus, P.E in Greek Early Years Education is not limited to training in motor skills, but it is directly linked to the wholeness of a child's learning process. The teacher ensures that the environment is safe and has all the necessary equipment to facilitate children's participation in activities and games, always considering each age's individual needs and abilities. S/he takes advantage of children's inborn tendency to move and explore, and seeks the acquisition of positive experiences deriving from physical activities which could lead to a lifelong involvement with movement.

This specific framework of P.E includes all of Piaget's, Vygotsky's, Bruner's and Gardner's latest theories on preschool education, as it outlines movement as an integral part of the overall child's learning process and conforms with NASPE's (2000) main aim for children of this age to become physically educated persons who know and value physical activity, are physically fit, have the necessary skills for participation and engage regularly in health enhancing physical activity. It also harmonises with EU's directions regarding the societal value of physical education (Eurydice, 2013). It emphasises not only the connection between fitness, good health and well-being, but also the acquisition of basic knowledge in maintaining a healthy and active lifestyle, emotional welfare and the importance of human relationships (Thorburn−Jess−Atencio, 2011).

4. P. E's future in Early Years Education

Extending our research on Greek Early Years P.E framework into the international trends on P.E, we encounter an international interest expressed by organisations and researchers regarding daily physical activity starting during infancy. The World Health Organisation (2010) highlights that during this age physical activity related routines are established that could act as deterrents against future health problems while «EU Physical Activity Guidelines» (2008)

suggest to make physical education meaningful and successful for all children. For students' participation in sports and recreation activities to be encouraged, innovative learning theories and new perceptions of the physical education subject need to be considered, evaluated, and implemented starting for the first school age.

The imperative necessity to reinforce young children's physical activity derives from long-term researches' results that link modern illnesses with sedentary lifestyle, and prove that children's participation in physical activity is relevant to many aspects of their health (Binkley–Specker, 2004; Metcalf et al., 2008; Vale et al., 2010).

Governments and health services express their concerns regarding to the increasing rates of obesity, diabetes and lack of physical activity in children. The phenomenon of modern students' limited physical activity forms a hazard for the public health, as well as one of the most significant factors of death causes (WHO, 2010).

The significant nature of early and quality teaching of fundamental motor skills for both children's progress and adult life, is pinpointed not only by the wholeness of modern bibliography, (Kirk, 2005; Silverman–Ennis, 2003), but also by the curriculums worldwide (Eurydice, 2013). Children with positive attitude towards physical activity are more likely to have higher self-esteem, better health and well-being, good social skills, and to be more willing to undertake risks and keep up with an active and healthy lifestyle as adults (Developing Fundamental Movement Skills, 2014). The latest research in neuroscience suggest that there is a positive link between exercise, brain development and learning, and confirm that "the first five years last a lifetime – children's wellbeing, good nutrition, health, and exercise are critical to brain development and learning" (Winter, 2010, p. 5).

New academic terms keep appearing in the bibliography, with *physical literacy* being one of them (Whitehead, 2001). This new term has permeated the preschool education, covering the modern society's agony for a prompt acquisition of all the skills needed to ensure a healthier generation that is physically active for a lifetime. The term *physical literacy* refers to the development of the child's knowledge regarding the reasons why physical activity is important, as well as the positive attitude, the enthusiasm, the motives and the self-esteem that the regular physical activity results to. Per Whitehead (2013) it is not yet another pedagogical model, but a rationale for the value of physical activity which has been associated with motivation, rather than with the development of generic and specific competencies, like in P.E. This term extents Arnold's (1979) old objectives for P.E, which can still be found in modern curriculums, and

underline the three conceptual dimensions for physical education: education in, through and about movement, pinpointing the educational nature of P.E.

So far it has been made clear that the burden of children's education on lifelong physical activity has shifted more towards the educational systems rather than the family and the individual. Teacher's responsibility is great, and the objectives needed to be covered during P.E are many and differ in various levels. Thus, alongside children's free play in Early Years, there is a great need for specialised teachers, well designed planning, daily developmentally appropriate movement experiences, and teaching approaches and methods to enhance and ensure the daily spontaneous and organised children's involvement in physical activities according to their developmental level (Riga, 2017). Integral part of this framework is the data collection (through teacher's observation and recordings) that is used for future planning of new learning experiences that promote the development, progress rates, and motor related vocabulary (Gallahue–Cleland-Donnelly, 2003).

However, no matter how much effort the teachers put on (further training, planning, implementation, evaluation), it is hard to infuse the lifelong activity when there is no concurrent contribution made by other factors, such as family, the community and the child. Over the past years modern research and practice promotes more and more the *community participation* as a hallmark of planning, implementation and evaluation of human services (MacDougall, 2001). The communal participation consists one of modern education's and health services' cornerstone that involves a transfer of power from the state or experts to communities or populations (Commonwealth of Australia, 2000). The child's universal development can now be achieved, should his/her active involvement in environment is facilitated, and s/he is given motives for that participation.

There is a growing number of examples on children's active involvement in matters that affect their lives. Over the past couple of decades, researchers examine in a greater extent and depth the underestimation of children's voices, and request for them to be heard (Clark–Moss, 2001; Davie–Upton–Varma eds. 1996; John, 1996). Special features on listening and participation of young children are often published by distinguished international academic journals like the International Journal of Early Years Education that in June 2017 will publish a special issue on "Hearing Young Children's Voices Through Innovative Research Approaches". Numerous researches included in this issue highlight how significant it is for children in early childhood to be active social agents that form the procedures and the settings in which they live in (Bragg, 2007; Riga–Rouvali, 2012). MacDougall and Darbyshire conducted a research on children's physical activity and confirm that children brought to the

discourse about physical activity some ideas that challenge the views adults hold about children (MacDougall–Schiller–Darbyshire, 2004). They suggest that should we want to increase children's physical activity, we have to stop dealing them as passive receivers of adults' choices (parents, teachers, politics) and their environments' influences, and concede to them our "authorities" and inform them on how to become active influencers over their social and physical world (MacDougall–Schiller–Darbyshire, 2004, pp. 385-386). Maybe this is a direction towards which all modern Early Years P.E frameworks should move for the children to actively participate during the planning of physical activities, while observing and caring about their physical development and health.

Physical Education's cross-curricular and interdisciplinary nature that Greek Early Years Education has adopted works towards that direction, since it involves children in the learning process and provides them with the space to initiate and express their thoughts and opinions.

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BENCE ASZTALOS[1]

Audience Education, Concert Pedagogy – Hans Krása's Children's Opera: Brundibár

The objective of a symphony orchestra's musical education programme is to establish accurate and long term experience in schoolchildren and young people, which encourages them to appreciate classical music later in life. Such a programme leads students into the world of instruments and music, provides an enjoyable and at the same time useful extension to regular music classes. Brundibár, an extremely touching and tragic children's opera by Hans Krása, has played a special role in the children's opera series of the Budapest Festival Orchestra's (BFO) educational program. This essay is evoking the origins of the opera, the circumstances of the first performances in Theresienstadt, and the recent performances by BFO.

1. Prologue

Attending concerts contributes to making us recipients as well as making us socialize into being an audience. The ambivalent attitude of certain layers of a potential concert audience to concert situations is due to the fact that this process of socialization does not take place at an appropriate age (Retkes and Várkonyi ed., 2010). It is one of the most pressing tasks of concert pedagogy to halt the dramatic shrinking of the audience of classical music concerts; that is to say, to halt their aging and the decrease of their number by changing the tendencies. "[…] *the very conditions of live performance help focus attention on the music and therefore make it more likely that flow will result at a concert than when one is listening to reproduced sound.*" (Csikszentmihalyi, 1990, p. 110.)

The educational functions of music institutions (orchestras, concert hall centres, educational institutions) are increasingly expanding, which requires new methods and techniques of mediation. The Budapest Festival Orchestra (BFO) acknowledged the importance of this area at the same time as the founding of the ensemble (1983); thus, in the past three decades, the orchestra has established systematic and well-functioning cooperation with public education and higher education institutions. All this is in line with Kodály's ideas about the quality criteria for children's experiences with music (Kodály, 1982). Unlike the

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public education programs of the organizations hosting or organizing the concerts, it is the Festival Orchestra itself that creates and defines the structure of these programs; which aim at making the circumstances attractive, finding new and more relaxed venues for encountering music, adapting it to the life cycle of young people. The orchestra's artists quickly recognized the importance of this task and the beauty of its inherent artistic-educational challenge, though it seems to be an almost unsurmountable challenge for most educated musicians. (Trencsényi, 2013) The new elements of the orchestra's educational program are often invented by the musicians themselves; they process their experiences this way by incorporating them into the next encounter with young people.

2. The BFO's educational program

The orchestra offers programs that contribute to the entrancing character of the reception, and to the complexity of the music experience while taking into account the age of young people. One of the oldest of such programs is the Cocoa Concert series, which promises family-friendly, story-telling weekend afternoons for 5–12-year-olds, and of course their parents and grandparents, to get acquainted with music. By way of 3–4-minute solo and chamber productions, the leader of the orchestra, or a musician introduces the world of musical instruments and listening habits to the nursery school audience in a funny and enthusiastic way. Foreign children living in Hungary can participate in Cocoa Concerts in English, and the orchestra has separate Cocoa Concerts for children with autism, who have been shown to many researchers to be influenced by the role of music in their social interactions (Kim, Wigram and Gold, 2009). This is in line with music director Iván Fischer's thoughts: "*A child who finds it hard to use words can be reached by music because his feelings are the same as any other person's feelings.*" (Belinszky, 2015a)

With the "Choose your Instrument!" series, the orchestra visits 6–8-year-old children who have not yet chosen a musical instrument. In a short concert, the musicians present their instruments, which can be tried by the students.

The program entitled "The BFO reaches out!" is for the 8–18-year-olds, in which the artists of the Festival Orchestra visit children living in the countryside. In the frame of mini-courses, musicians encounter students who are already learning how to play an instrument, with the aim to encourage them becoming professional musicians. The visits also makes it possible for musicians to discover new talents.

Not only does the BFO knock on the doors – kids can also knock on its doors. By attending orchestral rehearsals, students from partner schools have a great opportunity to closely observe a symphony orchestra, to get to know symphonic music, and to track the rehearsal process.

Midnight Music is a series for an older generation – young adults – at the Millenáris Theatre in Budapest and in the Várkert Bazaar: *"It's at night. It's about midnight. Cyclists and pedestrians arrive at Millenáris Park. Many people are already asleep. [...] however, the crowd of young people did not gather accidentally in the Millenáris Theatre. We know, we feel that something exciting is going to happen, and we all want to be parts of it. Of course, we know, since we all came to listen to serious music in the middle of the night, clutching onto a comfortable beanbag."* (Belinszky, 2015b). BFO here is addressing young people, the nightlife community of young adults, by re-packing a full orchestra concert, leaving the cool elegance of concert halls behind.

In addition to numerous foreign guest performances, the most important aspect for BFO's musicians is to make their music available to their home audience – for all age groups and social strata, under all circumstances. That is why, in addition to the audience, they also think of those who do not go to concert halls: children who are limited in their movement, or otherwise seriously hindered to come to a concert, old people, families who cannot afford to buy a ticket, the disadvantaged young people to whom classical music is completely unknown, church communities, residents of small towns and villages. Everyone who might find it important to encounter music. For this purpose, the Festival Orchestra organizes three Community Weeks per season, when chamber formations give performances in old-age homes, child care homes, schools, churches, synagogues or prisons.

In 2015 BFO decided to go not only to underprivileged regions, but also to give people the chance to come to Budapest and become the creators of an important and large-scale event with the ensemble. The experience of joint creation has brought together thousands of young people who have danced for the fourth time to the Festival Orchestra's music as part of the Dancing on the Square project in Heroes Square, Budapest. Partnership with schools is aimed at attracting disadvantaged and less disadvantaged, Roma and non-Roma children through joint dancing and shared experiences. In addition to dancing and music, the initiative is about accepting each other, showing tolerance and respect, sharing values and experiences. In addition to the weekly dance rehearsals that began months earlier, the series also provides an opportunity for the participating communities to meet BFO artists; thus bringing them closer

to classical music. Organizers are convinced that the music of the Dancing on the Square can build a special relationship between people regardless of gender, social status, ethnicity or language differences. Moreover, it teaches co-operation and openness, as well as attention to one another. All this is in line with the concept of educational policy, which sets the goal of music education in the creation of decisive, shared, collective experiences which contribute to nurturing the harmony of inclusion and self-expression, as well as attention to each other.[2]

This is the sixth year of the "See what you hear!" film contest where primary and high school students can submit short films they created with any kind of technique to go with a piece of music, or any of the movements of a piece of music, chosen by BFO. The task of the participants is to write the scenario following the music process, and then to play it, and to perform the tasks of photography and cutting. The objective is to display the thoughts, feelings and inspirations that the music has awakened in the students. The winning works will be presented in the Bartók Béla National Concert Hall at the Palace of Arts in Budapest.

For years now, BFO's repertoire has featured youth opera performances, which the orchestra offers free of charge, to schools in the country and Budapest schools after the presentation in a concert hall; making it possible for thousands of young people to enjoy the performance. These productions are not only for children, but quite often children can act in the operas, so young people in the audience can much easier identify themselves with the pieces. One of the works performed most often in the largest variety of venues, was Hans Krása's children's opera entitled Brundibár composed in 1938, which was performed by the orchestra in two seasons with different castings.

3. Brundibár

In September 1944 a propaganda film was released by order of the Nazis with the aim of misinformation, intended to show the world how well-treated the deported Jews were under the protection of the Third Reich. The film is often called *The Führer Gives the Jews a City*[3] (Gerron 1944), and it showed the whole world that these people were on holiday there, while waiting to be transported to their future country, to be established either in Israel or in Madagascar. They were doing sports activities, went to the theatre and to concerts. This film

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[2] 110/2012. (VI. 4.) Kormányrendelet, p. 10785

[3] The correct name of the propaganda film is *Theresienstadt: A Documentary Film of the Jewish Resettlement* directed by Jewish prisoner Kurt Gerron (1897–1944).

was recorded in the Theresienstadt concentration camp, which was maintained as a show camp with the aim to misinform the diplomats.

The International Red Cross held an inspection visit in June 1944, as they wanted to know what was happening to the Jewish people who had been transported from their homes to the concentration camps. When the delegation of the Red Cross arrived on 23 June 1944, the camp had been cleaned up and polished. The less healthy prisoners were transported from Theresienstadt to other extermination camps. The Nazis managed to convince the representatives of the Red Cross, that everything was all right with the inhabitants there, and there was no need to worry. This was the only place where they wanted to show this. Due to soft regulations a kind of cultural freedom was allowed inside the camp. Culture was the only way for prisoners to express their resistance and their desire to freedom. Many prominent artists were imprisoned here, so several stage performances were produced and attended by camp inmates. Concert orchestras, chamber ensembles were organised, there were theatre and cabaret performances, and even such forbidden genres like jazz could have been heard in Theresienstadt. There were plenty of difficulties; for example prisoners had only few music instruments. In an attic there was a piano with no legs. One could play on it only in a lying position. Somebody brought a cello into the camp covered as if it were a human corpse.

Probably the most popular performance during these years in Theresienstadt was the children's opera Brundibár composed by prisoner Hans Krása (1899–1944). It was performed fifty-five times there and all the performances were sold out. The story line of the opera is very simple: Aninka and Pepiček, brother and sister want to get milk – following the doctor's suggestion – for their sick mother. They have no money, but an organ-grinder (named Brundibár) suddenly appears in the street and earns money with his music. The children want to follow his example by singing, but the organ-grinder does not let them earn money in the same way, because he does not want competition to threaten his trade. However, the children get help: animals and some other children hurry to Aninka's and Pepiček's aid, so they can get rid of Brundibár. This was the point that meant a lot for the Theresienstadt audience. They could get rid of a dictator. On the stage Brundibár had a big moustache, and everybody knew what this meant: they clearly saw Brundibár as a portrayal of Hitler. The child who played the role of Brundibár had such bravura that he always drew the loudest applause.

Unfortunately, he did not survive the war. He was one of the thousands of children kept in Theresienstadt, who were sent to gas chambers. Very few of these children survived. Only a few children's drawings, a few minutes of the Nazi propaganda film and the survivors'

memory tell us their story. After World War II these survivors often visited Brundibár performances. There were really touching moments when they were called from the audience to the stage by a child singer, to sing with them together the closing song of the opera.

The history of these performances of Brundibár is a very romantic and at the same time a very sad story. The plot of the opera is the opposite of drama, it is full of humour. One has ambiguous impressions after watching this opera, but these contradictory impressions are tightly interconnected. Why is this opera so popular after seventy years? Why is it played all over the world with such huge success? The answer is very simple: the quality of the music, the moral of the story and its particularly moving history.

4. The last BFO staging of Brundibár

The Festival Theatre of the Palace of Arts in Budapest hosted a performance of Brundibár by the musicians of the Budapest Singing School (Budapesti Énekes Iskola) and the Festival Orchestra on 9 September 2009. The Hungarian performance was translated by Judit Rajk, directed by Eszter Novák and conducted by Iván Fischer. Before the performance, a short introductory film was viewed by the audience, including cuts from the 1944 propaganda film; and then Simon Szegeli, one of the actors in the film (once an inmate in Theresienstadt), responded to Iván Fischer's questions about his experiences regarding Brundibár. On 11 September 2013, the orchestra performed the children's opera again, this time in the framework of the "Bridging Europe" festival focusing in 2013 on the Czech Republic, conducted by Kálmán Szennai. The schools and venues where the children's opera was later performed after the concert performance in autumn 2013 are:

- Palace of Arts Festival Theatre, Budapest
- ELTE Radnóti Miklós Secondary Grammar School
- ELTE Trefort Ágoston Secondary Grammar School
- British School Budapest
- Pécs, Hotel Palatinus, Bartók Hall
- Kecskemét, Kodály Zoltán School
- Budapest, Bolyai János Primary School
- Budapest, Deák Diák Primary School
- Budapest Ferencváros Cultural Centre

– Győr, Kodály Zoltán Primary School of Gyárváros and Szabadhegy Chief Administration

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MÓNIKA DEÁKNÉ KECSKÉS[1]

Ádám's Oeuvre in the Light of Our Days' Pedagogical Practice

Jenő Ádám's oeuvre in the light of our days' pedagogical practice is still potent. Kodály Zoltán's principles on music education could have not been realised without the work of Jenő Ádám (1869 - 1982). He published his Iskolai Énekgyűjtemény (Song-collection for Public Schools), which were edited according to the eight school grades of Hungarian schooling system. These volumes contained several novelties for contemporary school-music teachers: the principles of Kodály built up in a complete concept, a very rich song-material, as well as the tool of relative sol-fa. In a more favorable historical and social context, these textbook series could have been much greater impact on Hungarian music-pedagogy. What and how can we transfer Kodály Zoltán's concept (mediated by Ádám Jenő) to the current pedagogical practice? Is it worth to update Ádám's school song collection according to the favour, and pedagogical streams of our days? Should the collection rather remain an educational, and historical relic? In my presentation, I try to find possible answers for all these questions.

Epigraph:
"… let's whittle, shape, grind it the greatest schoolmaster: the practice itself."

(Ádám, 1944)

As Kodály's ideas and philosophy of music education developed, Hungarian teachers began to use techniques now associated with his educational concept, including relative solmization, hand signs, rhythmic syllables, and a form of musical shorthand known as stick notation. Although some of these techniques were adopted and adapted from other successful methods, it is their use in combination with a carefully ordered presentation of folksong and art music examples that makes the 'Kodály concept of music education' (also known as the 'Kodály method' or 'Hungarian Method of Music Education') uniquely valuable in the teaching of music at all levels. Usually associated solely with elementary levels of music instruction, his approach has been adapted for the training of professional musicians. Kodály edited, together with György Kerényi, the Iskolai énekgyüjtemény ('Collected Songs for Schools'), a collection of 630 Hungarian and European folksongs and canons arranged in pedagogical sequence; a selection of materials from this volume was published in 1945 and edited with

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Jenő Ádám, and together they also edited Énekeskönyv az általános iskolák számára ('Songbook for Primary Schools') (1947–48), comprehensive series written to develop musical literacy."[2]

Due to time limits, my intention is to focus on the last publication edited in 1948: representing the Kodály concept as a whole. This is the issue which was intended to make reportable Kodály's concept by putting it into practice, written by a well-trained, practical school-music teacher: Jenő Ádám. This volume is one of the most important, basic and practical resources of Kodály-concept. In its birth-decade seemed to be reasonable to try Ádám's curriculum in its entirety. Later on the historical, and social background was not adherent to Kodály's proceedings. His aims and the content of textbooks adapted a corrupted form from Ádám's original.

Let us see a bit closer, what we inherited from the method reflected in Kodály-Ádám's Iskolai Énekgyűjtemény. The matter in hand served as a model for further school-music textbooks. This is the reason why we've already met several of its methods unconsciously. We met them partially in school-music methodology textbooks, handbooks, as well as in several textbooks especially intended for the first four school grades.

We find in the chapter discussing the first school year the rhythm guessing game, rhythmic dialogue, as well as replacement of croche – croche- eights-eights- croche rhythm by words: big-big-small-small-big, and further games are also well known in our educational practice. From methodological point of view, we inherited the algorithms methods' of teaching a new song.

We meet at the 3rd school-grade the method and grades of teaching staff-notation:
- sol-fa letters placed in space, according to their height
- sol-fa letters with rhythm above
- sol-fa letters placed on the staves, with rhythm above. The letter of the initial note is always placed in a space between staves.
- the same, but the letter of the initial note is placed on the staves

We get example for demonstration of descending pentachord sol-fa-mi-re-do by children. Those, who represent half-note stand closer to each other. The game is to find a melody after hand sol-fa hand-signs– today is known as melody-identification after sol-fa hand-signs –, was also invented by Ádám.

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[2] http://www.oxfordmusiconline.com/public/page/Kodaly_Zoltan. Downloaded (20.04.2017.)

After studying how to read and write on five-lines staves, in the fourth year Ádám introduces studying of an unknown melody by staves' notation. The methodology is nearly the same as nowadays.

− following the line by eyes: identification of identical bars, longer passages, the line of the melody, intervals or jumps in the melody

− singing with sol-fa (singing with alphabet is not necessary at this grade)

− observation of the rhythm: sameness and discrepancies, longer and shorter values

− knocking the rhythm (not always necessary)

− singing with sol-fa and rhythm

− reading of the text

− reading of the text with its rhythm

− singing of the whole melody with text

As we can see, we adopted the basics from Ádám's textbook. At the same time, a good deal of children games, tutorial games, were left out, as well as a good deal of songs represented in his chapters and appendices. (Szabó, 1994)

As we experienced before: the formal, systematic descriptions were adopted to always all methodology books especially in the case of training primary school teachers. The material for the further school grades in its content shows much more deflation from Ádám's textbooks, and also diversity from each other as well. Due to decreasing number of music lessons at primary schools several of resourceful rhythmic exercises of Ádám were not accepted to our everyday practice. Especially in the case of the higher classes writers of upper school grades were compelled to neglect the rich folksong material, as well as further examples from the music-history, and song-material of other nations originally represented in the Appendix of the issue.

According to the preface to the discussed issue Ádám revealed, that his intention was to create a sort of guide for teachers which will be formed by day by day practice. Kodály also calculated with a longer trial period for his concept as it is stated in his 100-years plan. Historical and political changes crossed their conception. There was no chance to try it in its entirety. The first reason, why the material of the discussed issue didn't put in expansive practice was the breakthrough of socialist tuition-politics, and – after the political changes – the frequent change of our national curriculum. The National Curriculums and directives in 1950, '57, and '61 reflected communist ideological directives. Short after its coming out the

textbooks of Ádám were smashed. Merely Kodály saved some copies of them. National curriculums of the year 1978 we met extra-curricular, additional curriculums in all subjects. This was followed by another act (25. 579/1987), according to which numbers of singing lessons were decreased to one or two lessons per week. This edict closed the door before the experimentation of Ádám's method as a whole. There was no chance to include all chapters to regular singing lessons in regular public schools. The first act after the political changes – 130/1995 – the national curriculum has been the determining document for education at state institutions. "It serves as the basis for putting together the local schools' programmes and stipulates that music education at school must play an important role in developing a child's sensibility, intellect and character. The primary aim of music education is promoting the love of music and the opportunities provided for experiencing music are geared to this target. By understanding, appreciating and reproducing of music, children learn how to communicate with and through the music. Through works from the music literature they can share in the traditions of Hungarian and worldwide culture. Recognition of these values helps them to develop musical taste." [3] Thanks to the act mentioned above, the re-edition of Kodály-Ádám's original textbooks were published.

Generations of school-music teachers did not even know about the series of original textbooks edited in 1948. Thanks to the efforts of a magnificent pedagogue-scholar Helga Szabó, the original version was reprinted in 1999. This is a textbook, which served as a model for nearly all music textbooks in Hungary. This issue is not only a relic, but an official edition for the everyday teaching practice as well. Helga Szabó edited a handbook for teachers for the first four school grades. She tried to teach according to this, in Saint Benedict Primary and Secondary School in Buda. Helga Szabó tried to adapt Ádám's issue to her existing number of lessons by dividing the material into study-units. She reported about her undertaking in 1995-1996, as it was promising. She also wrote teachers' handbook, and a detailed guide for these series.

In the 1980s several alternative programmes were licenced by the authorities. That was the turn in 1995, when the alternative pedagogical programme (called after József Zsolnay) reached its peak used in 104 schools. Zsolnay's programmes for the subject reflect a high degree acceptance of Kodály-Ádám's books. Even this curriculum concludes the issue discussed above. However tuition at regular public schools were also influenced from

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[3] http://www.nefmi.gov.hu/english/hungarian-national-core. Accessed: 15.04.2017.

alternative programmes, there was no possibility to teach from Ádám's textbooks as a main source of teaching.

The entire content of Ádám's programme was still too much to put into practice even after the regulations in 2003, 2007 and finally in 2011. The national curriculum issued in 2011 mentioned Kodály's method as general basis of the school music teaching in Hungary. At the same time, schools under ecclesiastical maintenance, or working with alternative programmes could admit the Ádám-programme.

Should or could we accept Kodály-Ádám's issue as a whole? In our days the political and educational background is more advantageous for the Kodály-method, and its development. The basic problem is – not only on the field of our subject – but the increasing centralisation of subject matters of education. No field, no room, no time for the method in the frames of regular singing lessons, except perhaps in the case of special curriculums to musical education. Our situation is totally different from Kodály's aims. Kodály planned for 100 years, but the background changed too quickly and far more frequently. A regular school music teacher of our times has to compete the constant flow-experience given by computer-games, the virtual space. The increasing multi-cultural background does not favour to teaching of music according only to the Hungarian traditions. On the other hand, the implementation of Kodály-Ádám textbook-series as a whole, similarly to any educational programmes, needs at least eight-nine years to set in educational policy. We can assert, that the most serious obstacle to introduce Ádám's ideas into the practice is lack of time and space.

What can we do in order to change regular music lessons by making music, playing, moving and singing? Up to choral activity we should use free times during the day, and in the compulsory daycare. Besides actual investigations we need proper tuition and willingness of music teachers, and primary school teachers. Without proper knowledge of musical singing and writing, or didactical knowledge we aren't able to use properly Ádám's issue. Beside this we should investigate and develop an everyday-singing-programme, with special focus on the daycare activities in the afternoon. Its methodology is totally missing from the practice of actual school-music education. Further possibility is to adapt this valuable material especially in the first four grades in association with other subjects. We find several possibilities to all subjects in the first four school years, and further possibilities in upper school grades, and secondary school level especially on the field of Hungarian literature, cross-relation with Arts, or History. It has no clarified methodology at all. Our conclusion is that Ádám's textbooks

could use as a useful material in the practice, except for compulsory singing.

To apply the material of Ádám's textbooks as a whole is a hopeless undertaking nowadays because of the quantity of subjects and study materials. In spite of several streams towards gamification no time left for more music lessons. What we can do is to evaluate and save its values. Several workgroups are active to investigate the possible new ways of school-music teaching. From this point of view the new National curriculum in 2018 can come up to our expectations.

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JUDIT KOVÁCS[1] – ÉVA TRENTINNÉ BENKŐ[2]

Training and Practice: Making the Match – Teacher training for CLIL at ELTE Faculty of Primary and Pre-School Education

CLIL module for kindergarten teachers was introduced in 2006 at ELTE Faculty of Primary and Pre-School Education, Budapest. For primary teacher trainees, a similar programme was launched a year later. While the kindergarten programme included two one-week-long practice periods in kindergarten, this opportunity was not made available for primary trainees. In order to make up for this shortfall, two tutors of the Department (the authors of the present study) developed and implemented a system according to which each primary teacher trainee can observe CLIL lessons as well as participate in post-lesson discussions in CLIL institutions. The article intends to introduce the CLIL training, the partner institutions and their English language programmes as well as share trainees' feedback concerning the benefits they gained from these school visits.

1. Introduction and background

Eötvös Loránd University Faculty of Primary and Pre-school Education (ELTE TÓK) is one of the very few teacher-training institutions in Hungary and in Europe that offer CLIL education at BA level for future teachers of young learners aged 3–12 (Maljers et al., eds. 2007; Novotna-Hoffmannova, 2007; Kovács, 2009). CLIL is an acronym for Content and Language Integrated Learning that refers to any educational situation in which an additional language is used for the teaching of subject content with the objective of promoting simultaneous learning of content and the target language (Marsh-Langé eds. 2000; Eurydice, 2006; Coyle et al., 2010). In 2006 a CLIL specialisation was introduced for kindergarten teacher trainees, and a year later a similar programme was launched for primary student teachers[3]. While the pre-school programme included two one-week-long practice periods in a special CLIL kindergarten, this opportunity was not made available for primary trainees. In order to make up for this shortfall and assist trainees' practical professional development, two tutors of the Department of Foreign Languages (the authors of the present study) decided to organise extra-curricular events to offer the students

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[3] The terms *student teacher* and *(teacher) trainee* are used interchangeably

some CLIL teaching practice experiences. They developed and implemented a system according to which each primary teacher trainee can observe CLIL lessons as well as participate in post-lesson discussions with experienced practitioners in carefully selected CLIL institutions. The present study intends to introduce the CLIL teacher training, the partner institutions and their English language programmes, and finally share trainees' feedback concerning the benefits of the school visits.

2. CLIL teacher education at ELTE TÓK

ELTE TÓK offers pre-service CLIL teacher training programmes for future primary and pre-school teachers in the target language (English). Kindergarten teacher trainees can apply for a fully developed CLIL specialisation both as full-time and part-time students. Primary trainees – most often ones specialised in English as a foreign language – can also opt for a CLIL module including a wide range of CLIL and methodology related subjects. The aim of the CLIL programmes is to prepare student teachers to learn how to conduct playful, meaningful and holistic lessons or sessions through English in the subject or development areas of Science, Visual Art, Music, Children's Literature and Physical Education. A pre-requisite for acceptance to the CLIL specialisation or module is to demonstrate an appropriate level of English so the applicants should take an entrance exam. The course starts with a preparatory target language development phase focussing on integrated skills development and pronunciation practice. Then the students participate in a professional foundation course called "The theory and practice of bilingual education"[4] (for its core material see Kovács-Trentinné, 2014) and after that they take further courses in methodology-based studies as it is shown in Table 1.

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[4] The term 'bilingual' is often used in Hungary as a synonym of CLIL.

Subjects of the CLIL specialisation for kindergarten trainees in EFL[5]
English Language Preparation for Bilingual Education in Pre-school (1, 2)
Phonetics and Pronunciation Development
Theory and Practice of Bilingual Education
English Children's Literature (1, 2)
Methodology of Bilingual Pre-school Sessions: Visual Education
Methodology of Bilingual Pre-school Sessions: Physical Education
Methodology of Bilingual Pre-school Sessions: Science
Methodology of Bilingual Pre-school Sessions: Music Education
Individual Practice in Pre-school (1, 2)[6]

Table 1: The subjects of the CLIL specialisation

The most significant difference[7] between the CLIL programmes offered for kindergarten and teacher trainees is in the provision of school-based external teaching practice. While the kindergarten specialisation includes practice in bilingual pre-schools, the CLIL module for primary trainees does not include any specialised CLIL teaching practice. Thus the students following different training programmes might have immensely divergent teaching and learning experiences in this field. While full-time pre-school CLIL trainees have two organised courses of one-week individual practice in one of the faculty's partner kindergartens supported by native speaker mentor teachers, their peers in the primary school programme do not have the opportunity to experience CLIL in real life situations[8].

3. CLIL teaching practice at external institutions

In the pre-school specialisation students can choose from three partner kindergartens that are all situated in Budapest. Daisy Kindergarten, launched as one of the first English-Hungarian bilingual kindergartens in Hungary by Szoloto[9] Foundation, is in the 3rd district. Pitypang

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[5] EFL = English as a Foreign Language
[6] Teaching practice: 2 × 1 week in an English-Hungarian bilingual kindergarten. In year 1: observation and reflection and in year 3: teaching and reflection
[7] There is another difference in the provision of English children's literature studies
[8] Video recordings and micro-teaching sessions were used to provide some experiences
[9] Szoloto Bilingual Educational Non-Profit Ltd. is a K-8 education company operating a Hungarian Ministry of Human Resources accredited bilingual education programme

Kindergarten, the European Language Label award winning BGAC's[10] pre-school programme, is situated in the 13th district while Maria Montessori English-Hungarian Bilingual Crèche, Nursery and Kindergarten can be found in the 21st district. The different programmes of the kindergartens are introduced in more depth by their principals and teachers (Bozzayné, 2014; Horváth-Erdélyi, 2014; Hierholcz-Molnár, 2014; Noé, 2014) in a conference publication (Márkus-Trentinné eds. 2014). The first two practice kindergartens provide bilingual and bicultural co-teaching with native speakers of English paired with Hungarian kindergarten teachers, while the Montessori kindergarten offers the integration of special Montessori methods and tools with bilingual instruction.

While students with pre-school orientation have two external practice weeks planned in their specialisation, primary teacher trainees selecting the CLIL module have no CLIL teaching practice at all in their programme. Therefore, the Foreign Languages Department at ELTE TÓK was seeking opportunities to provide some kind of external practice for English language trainees at schools where CLIL is a priority, and where there is openness to participate in teacher training. Three institutions were selected as ones meeting the requirements: Boys and Girls Activity Center (BGAC, Budapest), Angolpalánta Learning Centre (Fótújfalu), and Szabó Magda Hungarian-English Primary School (Budapest). All of them are private foundations where parents pay for the tuition.

BGAC which has set up an extended kindergarten network with 12 groups of children, in 3 different sites, employs only native speaker teachers. They might come from different English speaking countries representing various accents. Being exposed to the language bath, young children could easily adapt to the challenge. The programme has worked so well that parents wished this form of education to be continued, and thus were happy when the foundation opened a school-section four years ago: a specific afternoon programme from 12.30 till 5 p.m. each day. They adapted a special US programme which had not been launched outside America before, and made BGAC the only licence-holder in Europe. Children attend a regular only-Hungarian primary school in the morning. English starts at lunchtime. From then only native English speaker teachers are with the children according to a well-planned system. Each afternoon is devoted to a specific curricular field, including art and craft, children's literature, sports, science, or gardening. Language is used for content purposes through tasks and activities.

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[10] BGAC = Boys and Girls Activity Center of Hungary. Boys and Girls Clubs of America (BGCA) is a special US programme. Boys and Girls Activity Center of Hungary (BGAC) is the first in Europe to receive the rights of starting a programme in cooperation with BGCA.

Angolpalánta Foundation has been running kindergarten programmes for 6 years in a friendly environment, in a small town north of Budapest. Children are hosted in a spacious building with a well-equipped garden for outdoor activities. English is combined with Montessori pedagogy. Its success is based on the shared values both pedagogical trends represent: a high level of learner autonomy, task-based character and creativity. They answered the parental demand to continue the programme in a different way: they organised an English-Montessori daytime learning circle for children aged 6–9. The children are private pupils at different primary schools. This arrangement allows them to attend the learning centre every day and develop in each school-subject according to their own pace while enjoying the double benefits of the CLIL (English) and the Montessori programmes.

The third venue is Szabó Magda Hungarian-English Primary School, in the 2nd district of Budapest. This school has been running CLIL programmes for 9 years in an elegant residential section of Buda. The building is nice and cosy, and reflects the two main principles of the school: it is child-centred, and it is English. There is only one class on each year which makes it possible for the teachers to create a close relationship with the students. There is no teachers' staffroom either, teachers are available during the entire schoolday. In the lower primary P. E., Art and Craft and Science are taught through English, while the CLIL curriculum of the upper classes includes History, Geography, Biology and Civilization. The students' performance is over-average in various fields, not exclusively in English. They are among winners of national competitions in Hungarian literature as well as in other areas.

4. Co-operation between ELTE TÓK and the selected CLIL schools

CLIL primary student teachers visit two of the above institutions each year. The schools follow the routine of welcoming students for an introductory talk. Then some CLIL lessons are observed. A final session is devoted to student teachers' feedback which provides opportunities to exchange ideas with the experienced CLIL professionals. Trainees participate in these school visits with pleasure and highly appreciate them. This gave us (the authors of the present study) the idea to focus on students' feedback in a more purposeful way and share their experiences. The following opinions come from a group of ELTE TÓK students (primary teacher trainees) who attended an Open Day at Szabó Magda Bilingual School. Topics trainees mentioned and commented on were the following:

(1) School atmosphere

(2) Teachers

(3) Pupils

(4) How Open Day was organised

(5) Things I have learnt

(1) They described school atmosphere as calm, stress-free and hospitable. They highlighted the openness of the school, e.g.: open to using IT and hosting guests. The small class-sizes provide more space for pupils' needs, and the school building, and surroundings are nice, child-centred, and the decorations reflect CLIL.

(2) Teacher trainees found the CLIL teachers highly committed and inspiring. They mentioned that tasks were different from the usual 'paper and pen' ones, instead, they saw challenging, motivating, game-like and hands-on activities. There is no error correction. Not the language but skills are in focus. Teachers give much independence to learners. The trainees also appreciated the opportunity to be able to discuss their experiences, ask questions and talk to experienced CLIL teachers after the lessons.

(3) Teacher trainees' experiences included: pupils at school are risk-takers, fluent speakers of English, they have no inhibitions. They speak because they have something to say, they speak their minds, and, most importantly: they seemingly enjoy being at school. The student teachers were absolutely delighted to see the children's level of English. They found that even very young learners were able and happy to communicate with them using the foreign language. They concluded that CLIL was a beneficial way of language acquisition.

(4) Student teachers mentioned that the CLIL lessons they saw were highly professional. The school was well-organised for the Open Day: guests got a note pad and a pen at the entrance. Students were welcome to coffee and lunch. They also highlighted that the round-table discussion at the end of the Open Day was organized not only with Szabó Magda School teachers but some pupils were also invited to share their experiences and views on CLIL.

(5) Student teachers reported that they appreciated the opportunity to see how CLIL works in real classroom situations. They got the experience of what CLIL can offer, first of all the joy of learning in a special teacher-student relationship which is different from the one they had experienced in regular-programme schools. They also mentioned how well the use of digital devices could fit in the lessons, for example: in one of the lessons

students were asked to send their answers to the teacher in the form of e-mail, or had to answer the quiz questions on their tablets. They also commented on the high professional level of giving instructions, and using subject-matter terminology as well as on the meaningful and challenging tasks.

5. Conclusion

According to the tutors' experiences and on the basis of the trainees' opinions the CLIL teaching experience has proved to be definitely positive, and its introduction in the CLIL training was necessary. Theoretical knowledge on CLIL itself does not assist the development of CLIL teaching skills. Classroom experience is essential; its effect can be replaced neither by microteaching nor by video recordings. CLIL teacher training owes a lot to the schools that are willing to undertake the hardship of hosting trainees, and the university department should seek practical ways of teacher training through organising extra curricular activities for trainees unless the CLIL school-based teaching practice is included in the primary training programme.

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JUDIT LANGER-BUCHWALD[1]

Pendelwanderung zwecks Sprachenlernens an der österreich-ungarischen Grenze oder die neue Art und Weise auf dem Weg zur Zweisprachigkeit in der westungarischen Grenzregion

Seit Ungarns Beitritt zur Europäischen Union können die ungarischen Kinder den Richtlinien der Union entsprechend unter den gleichen Bedingungen in einer österreichischen Schule lernen, wie die heimischen Schüler. Dem ist zu verdanken, dass die Zahl der Kinder sich erhöht hat, die die Schule oder den Kindergarten in Österreich besuchen. Die Motivation der Kindergarten- und Schulwahl der Eltern ist eindeutig das Sprachenlernen und die Erziehung zur Zweisprachigkeit. In der vorliegenden Studie haben wir auf folgende Fragen die Antwort gesucht: auf welcher Art und Wieise werden die Kinder zweisprachig; wie können sie die deutsche Sprache erlernen und wie lange dauert es, bis sie auf Deutsch problemlos kommunizieren können; wie sich ihr Sprachgebrauch und ihre kulturelle Identität gestalten.

1. Pendelwanderung und Migration zwecks Lernens

Seit Ungarns Beitritt zur Europäischen Union können die ungarischen Kinder unter den gleichen Bedingungen in einer österreichischen Schule lernen wie die heimischen Schüler. Dem ist zu verdanken, dass die Zahl der Schüler sich erhöht hat, die nicht in Ungarn, sondern in Österreich zur Schule gehen und es gibt immer mehr ungarische Kinder, die österreichische Kindergärten besuchen. Die Motivation der Kindergarten- und Schulwahl der Eltern ist eindeutig das Sprachlernen und die zweisprachige Erziehung der Kinder.

Als Teil eines größeren Forschungsprojekts wurden Interviews mit den Eltern aufgenommen, die den Kindergarten- und Schulbesuch in Österreich gewählt haben und aus den Ergebnissen hat es sich herausgestellt, dass der Grund der Entscheidung in jeder Familie der gleiche war: sie wollen mit dem Kindergarten- und Schulbesuch in Österreich erreichen, dass ihre Kinder in deutschsprachiger Umgebung muttersprachliche Kenntnisse in Deutsch erwerben. Im Hintergrund der Motivation steht natürlich die Absicht der Eltern, dass sie mit den muttersprachlichen Deutschkenntnissen und dem österreichischen Schulabschluss und Berufsausbildung den Kindern die Möglichkeit des Weiterlernens, bzw. Studieums in Österreich und der Beschäftigung auf dem österreichischen Arbeitsmarkt sichern wollen.

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Wenn man den Kindergarten- und Schulbesuch der ungarischen Kinder in Österreich näher betrachtet, kann festgestellt werden, dass es im Grunde genommen auf zwei Arten verwirklicht wird: die Mehrheit der Kinder pendelt jeden Tag zwischen dem Wohnort in Ungarn und dem Kindergarten, bzw. der Schule in Österreich. Diese Form nennen wir mit einem aus der Soziologie geliehenen Begriff Pendelwanderung mit dem Zweck von Lernen. Ein kleiner Teil der Familien hat sich aber für die Migration nach Österreich entschieden, teils wegen des sicheren und freien Kindergarten- und Schulbesuchs in Österreich. In diesem Fall sprechen wir von einer Migration mit dem Zweck von Lernen (Langerné, 2016).[2]

Die Zweisprachigkeit steht in unseren Tagen im Fokus der linguistischen Forschungen, deshalb haben wir dieses Phänomen für wichtig gehalten, aus der Sicht der Zweisprachigkeit zu untersuchen, wie man auf diese spezielle Art und Weise in der österreich-ungarischen Grenzregion die deutsche Sprache erwirbt.

Wann kann man von Zweisprachigkeit sprechen?

Zuerst muss man den Begriff der Zweisprachigkeit unter linguistischem Aspekt klären, da nach der alltäglichen Auffassung nur die Person als zweisprachig bezeichnet werden kann, die die zwei Sprachen von der Geburt an gelernt hat und sie perfekt spricht. Aufgrund der linguistischen Interpretation gilt heutzutage eine andere Definition, nämlich: *„die Person kann als zweisprachig betrachtet werden, die im alltäglichen Leben zwei oder mehrere Sprachen regelmäßig wechselnd benutzt"* (Grosjean, 1992, zitiert von Navracsics, 2010, p. 11) .

Unter den zweisprachigen Personen wird auf Grund des Lebensalters, in dem die Person die zweite Sprache erworben hat, zwischen frühen und späten Zweisprachigen unterschieden. In der Abgrenzung ist natürlich der Erwerbszeitpunkt der zweiten Sprache bestimmend, da der Spracherwerbsprozess vom Alter abhängend unterschiedlich sein kann. Bei den frühen Zweisprachigen beginnt der Erwerb der zweiten Sprache vor der Pubertät, bei den späten Zweisprachigen erst nach der Pubertät. Im Hintergrund dieser Auffassung steht die Theorie der kritischen Periode beim Fremdsprachenerwerb, nach der die Kinder vor der Pubertät die

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[2] Das Bildungswesen in Österreich gehört unter der Aufsicht der Landesregierung, was auch die Unsicherheit der gesetzlichen Regelung ergibt. 2009 hat die Burgenländische Landesregierung in einem Erlass den Schulbesuch für die pendelnde Kinder in Österreich erlaubt, aber Gerhard Resch, der Präsident des Burgenländischen Landesschulrates hat deren Gültigkeit nicht anerkannt und hat den Schuldirektoren die Anweisung gegeben, nur die Schüler in die Schule aufzunehmen, die einen dauerhaft oder vorlaufend in dem Ort angemeldet sind, wo die Schule ist. Zu dieser Zeit haben viele Familien sich entschieden nach Österreich umzuziehen, damit die Kinder den Kindergarten und/oder die Schule in Österreich frei besuchen können.

Sprachen leichter lernen, danach verliert das Gehirn seine Flexibilität und Empfänglichkeit, so wird das Sprachlernen schwieriger. Nach einer anderen Auffassung spielt das Lebensalter beim Spracherwerb erst dann eine Rolle, wenn der Spracherwerb unter natürlichen Umständen abläuft. Aber wenn es um instruktionierten Sprachunterricht handelt, dann ist das Alter nur ein Eiflussfaktor, da auf Grund der Erfahrungen die Erwachsenen Fremdsprachen schwieriger lernen als die Kinder. Hinsichtlich des Fremdsprachenlernens kann es eindeutig festgestellt werden: früher, spontaner Spracherwerb und instruktioniertes Sprachlernen haben positive Auswirkungen auf den Erfolg, aber weder der späte, spontane Spracherwerb noch das instruktionierte Sprachlernen schließen die Zweisprachigkeit aus.

Innerhalb der frühen Zweisprachigkeit im Alter von 0-3 Jahren werden noch drei Unterkategorien unterschieden:

- Der bilinguale Erstspracherwerb, wenn das Kind bis zum Ende des ersten Lebensmonates der zweiten Sprache begegnet.
- Der bilinguale Zweitspracherwerb, wenn das Kind zwischen dem ersten Monat und dem ersten Lebensjahr der zweiten Sprache begegnet.
- Der frühe Zweitspracherwerb, wenn der Zweitspracherwerb zwischen dem ersten und dritten Lebensjahr beginnt.

Ein anderes Unterscheidungskriterium ist, ob der Spracherwerb in natürlicher Umgebung spontan geschieht oder im instruktionierten Unterricht abläuft (Navracsics, 2010).

2. Zweisprachigkeit der pendelnden Kinder

Was die Deutschkenntnisse der Kinder beim Beginn des Kindergarten- bzw. Schulbesuchs betrifft, kann man feststellen, dass die meisten Kinder eigentlich gar keine oder nur sehr geringe Deutschkenntnisse hatten. Wenn man die Zweisprachigkeit dieser Kinder identifizieren will, muss zwischen Kinder, die schon den Kindergarten in Österreich besucht haben oder besuchen und Schulkinder unterschieden werden.

In Österreich können die Kinder schon mit anderthalb Jahren in den Kindergarten gehen, deshalb schicken die ungarischen Eltern ihre Kinder zwischen anderthalb und drei Jahren in den Kindergarten, so kann in diesem Fall eindeutig über eine frühe Zweisprachigkeit gesprochen werden, um genau zu sein, über einen frühen Zweitspracherwerb. Wie die Eltern sich über die Zweisprachigkeit ihrer Kinder geäußert haben, beginnt in diesem Fall die

regelmäßige Verwendung der zweiten Sprache, also der deutschen Sprache im Kindergarten relativ früh, aber zu Hause wird weiter ausschließlich Ungarisch gesprochen.

Die Situation der Schulkinder ist anders, weil die Eltern zu unterschiedlichem Lebensalter der Kinder den österreichischen Schulbesuch wählen. Ein großer Teil der Eltern wählt den Schulbeginn in der ersten Klasse, nachdem das Kind den Kindergarten in Ungarn besucht hat. Der andere große Teil der Eltern wählt den Schulbeginn nach dem Abschluss der Unterstufe in Ungarn. Wenige Eltern haben während der Unterstufe, also zwischen dem 6-ten und 11-ten Lebensjahr des Kindes die Entscheidung getroffen, das Kind in eine österreichische Schule zu schicken.

Wenn die pendelnden Schüler unter dem Aspekt des frühen oder späten Bilingualismus betrachtet werden, kann feststellt werden, dass die Kinder, die die Unterstufe in Ungarn absolviert haben und keinen instruktionierten Deutschunterricht hatten, späte Bilinguale sind, aber wenn sie in der Schule oder im Privatunterricht schon Deutsch gelernt haben, müssen sie auch genauso als frühe Bilinguale betrachtet werden wie die Kinder, die schon in den Klassen 1-4 eine österreichische Schule besucht haben.

Das Tempo des Spracherwerbs hatte einen engen Zusammenhang mit dem Schulbeginn in Österreich. Je früher die Kinder die Schule in Österreich begonnen haben, desto schneller und leichter haben sie Deutsch gelernt. Aber es hatte eigentlich keine Auswirkung auf die Schnelligkeit des Erwerbs, ob sie einen instruktionierten Deutschunterricht vorher hatten oder nicht.

Der Erwerb, das Erlernen des Deutschen wurde auf zwei Arten verwirklicht. Ein Teil der Kinder, darunter alle Kindergartenkinder, haben die deutsche Sprache spontan erlernt, ohne instruktionierten Deutschunterricht. Der andere Teil der Kinder, hauptsächlich die Kinder, die die österreichische Schule nach der Unterstufe in Ungarn begonnen haben, hat auch vorher und anfangs, in den ersten ein bis zwei Jahren auch während des österreichischen Schulbesuchs instruktionierten Deutschunterricht. Aber sie haben auch darüber berichtet, dass die deutschsprachige Umgebung, die intensive alltägliche schulische und persönliche Kommunikation ihnen beim Erwerb der deutschen Sprache am meisten geholfen hat, die Deutschstunden dienten eher der Erleichterung der Lösung der Schulaufgaben und nicht dem herkömmlichen Sprachlernen.

Nach den Informationen der Eltern und Kinder hat es mindestens ein Jahr, aber höchstens zwei Jahre gedauert, bis die Kinder so gut Deutsch gelernt haben, dass sie in jeder Situation auf Deutsch kommunizieren, dem Unterricht problemlos folgen konnten und ihre Deutschkenntnisse die Schulleistung nicht beeinflusst hat.

3. Der Weg zur Zweisprachigkeit in den österreichischen Kindergärten und Schulen

Verschiedene Arten und Wege können identifiziert werden, wie man bilingual werden und bilingual sein kann. Die häufigste Art der Zweisprachigkeit ist, wenn man zu einer nationalen-sprachlichen Minderheit gehört. In der Nationalitätengesellschaft wird die Nationalitätensprache gesprochen, aber man spricht parallel auch die Mehrheitssprache. Die Minderheitensprache wird meistens in der Familie erworben, und in der Schule kann das Kind sowohl die Minderheiten- als auch die Mehrheitssprache lernen.

Eine andere Art der Zweisprachigkeit in der Familie ist, wenn der eine Elternteil die Mehrheitssprache, der andere eine Fremdsprache spricht. In diesem Fall kann das Kind auf zwei Arten zweisprachig werden: man folgt dem Prinzip „eine Person eine Sprache", also spricht das Kind mit beiden Eltern die eigene Muttersprache, oder der Sprachgebrauch ist situationsgebunden, also wird in der Familie die Fremdsprache, in der Gesellschaft wird die Mehrheitssprache gesprochen.

Eine weitere und ebenso häufige Form der Zweisprachigkeit ist die Migration. In diesem Fall wird die Erstsprache in der Familie erworben, die Sprache des Gastlandes wird außerhalb der Familie, in erster Linie in der Schule erlernt. Zum Sprachenlernen bekommen die Kinder keine besondere Unterstützung, und von den Migranten wird die volle sprachliche und kulturelle Assimilation erwartet.

Im Fall des eliten Bilingualismus lernt man eine oder mehrere Fremdsprachen freiwillig, um im Ausland zu studieren oder zu arbeiten. Die Sprachlerner sind stark motiviert, die Zweisprachigkeit kann sowohl durch Sprachlernen als auch durch spontanen Erwerb erreicht werden, das Erlernen der Sprachen erfolgt hindernislos und ist gesellschaftlich unterstützt.

Man kann auch durch die Schulbildung zweisprachig werden, z.B. mit Schulbildungsprogrammen für die Minderheiten, Sprachkursen für Migranten. Außerdem gibt es internationale Schulen, bzw. zweisprachige Schulen, wo man im Heimatland eine Fremdsprache erlernen kann, und eine weitere Möglichkeit bieten die ausländischen Internate an (Navracsics, 2010).

Hinsichtlich des Sprachgebrauchs der Bilingualen können folgende Varianten unterschieden werden: in der Familie spricht man eine Sprache – die Minderheitensprache oder eine Fremdsprache – in der Gesellschaft die Mehrheitssprache des Landes; in der Familie spricht man die Mehrheitssprache des Landes, in der Schule eine andere die

Minderheitensprache oder eine Fremdsprache); in der Familie spricht das Kind mit einem Elternteil auf einer Sprache, mit dem anderen auf einer anderen.

Wenn man das Zweisprachig-werden der pendelnden Kinder näher betrachtet, kann festgestellt werden, dass es mit keinem der obigen identisch ist, sondern hier geht es um einen weiteren Weg des Zweisprachig-werdens, in dem Elemente der verschiedenen Wege identifiziert werden können. Das Zweisprachig-werden der pendelnden Kinder geschieht im Kindergarten bzw. in der Schule, eindeutig in institutionellen Rahmen, und der Gebrauch der deutschen Sprache ist einerseits situationsgebunden, andererseits ortsgebunden. Die Kinder sprechen in der Familie und in Ungarn ihre Erstsprache, in Österreich, im Kindergarten und in der Schule ist Deutsch die Kommunikationssprache. Der Spracherwerb wird in Österreich gesellschaftlich unterstützt, und die Kinder bekommen in der Familie auch die volle Unterstützung beim Erlernen des Deutschen. In der Schule können die ungarischen Schüler, wenn die Möglichkeit gegeben ist, die deutsche Sprache als Fremdsprache lernen, damit wird der spontane Spracherwerb gefördert. Im Kindergarten und in der Schule wird aber von den Kindern sowohl sprachlich als auch kulturell die volle Anpassung erwartet. Trotz des eventuellen DaF-Unterrichtes in der Schule – der nur selten der Fall ist – können die ungarischen Kinder und Eltern beim Sprachenlernen und bei der Bewältigung der sprachlichen Hindernisse eher auf sich selbst stützen. Die Kinder sind aber motiviert, die deutsche Sprache möglichst schnell zu erlernen, da es wegen des schulischen Fortschritts und der sozialen Verbindungen unerlässlich ist.

Der grundliegende Unterschied zwischen der in den internationalen Schulen erworbenen Zweisprachigkeit und dem Bilingualismus der pendelnden Kinder ist einerseits, dass ein Teil der Kinder die zweite Sprache schon früher, im Kindergarten und nicht erst in der Schule erwirbt. Andererseits geschieht das Zweisprachig-werden zwar in institutionellem Rahmen, aber im Kindergarten und in der Schule wird die Mehrheitssprache der österreichischen , abernicht der ungarischen Gesellschaft gesprochen. Im Vergleich zu den ausländischen Internaten liegt der Unterschied darin, dass die Kinder nicht im Ausland leben, sondern in Ungarn, und sie fahren jeden Tag in den Kindergarten oder zur Schule nach Österreich. Also verbringen sie ihren Tag teils in Österreich, teils in Ungarn.

Bezüglich der Art und Weise, wie die pendelnden Kinder bilingual werden, können zwei Wege identifiziert werden. Hinsichtlich der Ausgangssprachkenntnisse der Kinder kann festgestellt werden, dass sie gar keine oder nur minimale Deutschkenntnisse beim Kindergarten- bzw. Schuleintritt haben, und der Spracherwerb fängt in der deutschsprachigen Umgebung spontan an. Ein großer Teil der Familien ergänzt diesen spontanen und natürlichen

Spracherwerb mit keinem instruktionierten DaF-Unterricht, d.h. die Kinder lernen weder in der Schule noch bei einem Privatlehrer Deutsch. Zu dieser Gruppe gehören natürlich die Kindergartenkinder, aber auch die Mehrheit der Schulkinder hat sich für diesen Weg entschieden. Der kleinere Teil der Familien wählt den anderen Weg, also der spontane Erwerb wird mit einem durch einen Sprachlehrer instruktionierten Fremdsprachenunterricht unterstützt, hauptsächlich in Ungarn bei einem Privatlehrer, aber in wenigen Fällen auch im DaF-Unterricht in der österreichischen Schule, wo für die Schüler, die nicht Deutsch als Erstsprache haben, Deutschstunden organisiert werden. Auf Grund der Antworten der Eltern und der Schüler kann man sagen, dass dieser parallel laufende spontane und instruktionierte Spracherwerb höchstens zwei Jahre dauert, weil die Kinder danach schon so gut Deutsch beherrschen, dass sie diese Art der Unterstützung nicht mehr brauchen. Bei allen Schulkindern kann aber in der Anfangsphase nachgewiesen werden, dass sie beim Verstehen des Lernstoffes und der Lösung der Schulaufgaben von den Eltern oder von Privatlehrern Hilfe bekommen haben, also wurde der Lernstoff übersetzt, so haben die Kinder den Lernstoff verstanden, dann haben sie den notwendigen Lernstoff gelernt. Diese Übersetzung - Erklärung bleibt parallel mit der Entwicklung der sprachlichen Fähigkeiten der Kinder weg.

4. Zweisprachigkeit und Identität

Im Zusammenhang mit dem Bilingualismus stellt sich auch die Frage der Identität, d.h. ob die doppelte Kulturalität eine mögliche Begleiterscheinung der Zweisprachigkeit ist. Im Fall der Bilingualen, die nicht nur eine zweite Sprache erwerben oder erlernen, sondern auch die Kultur dieser Sprache kennenlernen, haben eine doppelte kulturelle Identität, aber die zwei kulturellen Identitäten sind nicht gleich stark (Navracsics, 2010). In der Formung der kulturellen Identität spielt neben der familiären Sozialisation zweifellos die schulische Bildung eine bedeutende Rolle, da die einheitliche nationale Kultur, die die kulturelle Identität einer Person maßgebend bestimmt, den Schüler überwiegend durch den Schulunterricht vermittelt wird.

Wenn man die obige Äußerung vor Auge hält, kann Folgendes festgestellt werden: Die pendelnden Schüler erwerben einerseits in der österreichischen Schule selbstverständlich die österreichische nationale Kultur, andererseits lernen sie in Ungarn in der Familie und im Alltagsleben auch die ungarische nationale Kultur kennen. Sie werden also nicht nur zweisprachig, sondern bei ihnen kann auch die doppelte Kulturalität nachgewiesen werden.

Die Stärke der Bindung der Kinder an den Kulturen ist aber unterschiedlich und hängt von der Intensität der Beschäftigung mit der ungarischen Kultur in der Familie ab, wobei die Wichtigkeit der Erziehung zur nationalen Identität in der Familie eine entscheidende Rolle spielt. Anhand der Forschungsergebnisse konnten vier Lösungswege bei der Verwirklichung der Vermittlung der ungarischen Kultur identifiziert werden:

Ein sehr geringer Teil der Befragten hat die Lösung gewählt, dass die Kinder parallel der österreichischen Schule als Privatschüler auch die ungarische Schule absolvieren und die Matura ablegen. In diesem Fall ist für die Familie die ungarische Kultur wichtig, die Kinder erwerben beide Kulturen und sie sind fast gleichrangig für sie. Aber die Wichtigkeit der Erziehung zur nationalen kulturellen Identität ist unabhängig von der Absolvierung der ungarischen Schule, denn sie kann auch in der österreichischen Schule verwirklicht werden, da es auch solche Schulen im Burgenland gibt – und ein Teil der Kinder besucht eine solche Schule –, in denen die ungarische Sprache und Kultur als Unterrichtsfach wegen der hiesigen ungarischen Minderheit gewählt werden kann. Ein anderer Teil der Kinder, deren Eltern Wert auf die Stärkung der ungarischen Identität legen, lernt die ungarische Kultur – hauptsächlich Literatur und Geschichte – zu Hause, mit Hilfe der Eltern und durch die Eltern kennen. Aber ein Drittel der Befragten hat sich so geäußert, dass die Erziehung zur ungarischen kulturellen Identität für sie keine Rolle spielt, und sie überlassen den Kindern die Entscheidung, ob sie sich mit der ungarischen Kultur beschäftigen wollen. In diesem Fall können wir ebenso von einer doppelten Kulturalität sprechen, aber die ungarische kulturelle Identität wird vermutlich viel schwächer als bei den anderen Kindern, die sich mit der ungarischen Kultur bewusst beschäftigen und sie kennen lernen.

5. Zusammenfassung

In der vorliegenden Studie haben wir die Situation der in österreichische Kindergärten und Schulen pendelnden Schüler aus der Sicht der Zweisprachigkeit und doppelten Kulturalität erörtert. Unter dem Aspekt des Bilingualismus können wir zusammenfassend feststellen, dass die pendelnden ungarischen Kinder einerseits bilingual werden, da sie während der Schulzeit in Österreich neben ihrer Erstsprache sowohl die burgenländische Mundart als auch das Hochdeutsch erwerben, diese Sprachen regelmäßig und wechselnd benutzen. Außerdem lernen sie noch mindestens eine Fremdsprache, in der Regel Englisch obligatorisch. So ist es eindeutig, dass diese Kinder mindestens vier Sprachen auf hohem Niveau sprechen und sie täglich gebrauchen. Andererseits wird bei ihnen der Bilingualismus auch von einer doppelten

kulturellen Identität begleitet, da sie die Kultur der beiden Sprachen kennenlernen, der Unterschied liegt nur in der Stärke der einzelnen kulturellen Identitäten.

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Judit Langer-Buchwald

MIGRATION RELATED TO LANGUAGE LEARNING NEXT TO THE HUNGARIAN-AUSTRIAN BORDER
OR THE WAY OF BECOMING BILINGUAL IN THE WESTERN REGION NEXT TO THE BORDER

Since Hungary joined the European union according to the Union's guidelines the Hungarian children can learn in Austrian schools with the same terms and conditions as Austrian students. As a result, the number of students who go to school in Austrian instead of Hungary started to increase, parallel to this there are more and more Hungarian parents who decide to take their children to Austrian kindergartens. The parents' motives when choosing a kindergarten or a school are definitely for their children to learn languages and to become bilingual. During the research on the children's becoming bilingual, we've looked for an answer for which way of becoming bilingual is happening since the children are living in a Hungarian speaking environment but they are in a German speaking environment in the kindergarten and in the school; how long does it take them to master the German language; how is their use of language is developing and if problems occur when changing the communication code.

RÉKA KISSNÉ ZSÁMBOKI[1]

Experience Worlds of Becoming a Freinet-pedagogue in Hungarian Kindergartens at the Beginning of the 1990ies[2]

Beginning from the middle of the 1980ies a continuous improvement strategy has evolved in the Hungarian education, along which the changes focusing onto the democratic reorganisation of the education system could start. During this period in 1989 a research group was established in the Kindergartner Training Institute of Sopron, which has intended to realize the kindergarten adaptation of the reform pedagogy owing to the name of the French folk teacher, Célestin Freinet. As the result of the innovation thereof from September 1989 an alternative kindergarten program in the spirit of Freinet was realized at first in the country, with permission by the ministry. Owing to this initiative always more kindergartner at several points of the country has undertaken to adopt Freinet-pedagogy and to renew kindergarten education. In my study I would like to demonstrate the "experience worlds", which were outlined from the statements of pedagogues. During my investigations I have explored the reasons and motivations hiding behind the demand and method of change and the adventures experienced during the adaptation of Freinet-pedagogy by using the method of qualitative content analysis.

1. Experience worlds and process of exploration

The effervescent mood and colourful palette of the kindergartner on-goings and the alternative pedagogical movement of the period 1985-96 are well demonstrated by the essays and final works coming into in the course of data collection, everything of which was prepared in the former Kindergartner College of Sopron between 1991 and 1996. The topic thereof was a professional and personal "experience" about the realization of the local individual kindergarten adaptation of Freinet-pedagogy. Pursuant to above the writings processed are originally texts complying with the expectations of a scientific work, which were not prepared with narrative purpose, however these are so rich in professional and personal experience elements and stories, that the texts contained can be used as narratives.

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The purpose of my method applied during qualitative content analysis was to find relevant "markers" for my research pre-assumptions in the text composition patterns of the essays as text corpora. These from research aspect significant experiences, motives appearing as personal adventure have become important pivots of content analysis. I succeeded in finding such "markers", through which from the narratives appearing on the level of individual – after the analysis – an experience universe describing the patterns of meeting Freinet-pedagogy and the adaptation, appearing also in the collective consciousness has shown up.

As purpose of this investigation – instead of confirmation or rejection of different hypotheses – the exploration of experience worlds can be considered, due to which the analysis results can be interpreted differently as significance of a statistical examination. What can be then considered as result in this part of the investigation? On the one hand the texts, which constitute new narrations having common experience content in a "compressed" format. The individual sentences separate already on the level of individual from the persons, these were told and through their extra meaning these become a component of the pattern of the collective experience universe. The result of this approach is that the experience patterns identifiable on the level of individual agglomerate as collective experience dimensions (Ehmann, 2003). On the other hand the texts come to being can serve additional to the exploration of the role and effect of the Freinet-initiative in Sopron as analysis of the subjective experience of becoming a Freinet-pedagogue and simultaneously these can tone, supplement and enrich macro-level education historical researches.

During the analysis of the writing materials of essays and final works – quasi without exception – a kind of identical logic structure could be discovered, which has promoted the analyzing exploration to a great extent. In the introduction of every essay the motivation of the topic selection, the personal involvement and the outline of professional motivation were contained. In the subsequent chapters the pedagogy of Célestin Freinet was briefly represented, then the author has stated the specific research area selected. After these theoretic chapters the own professional experiences and adventures were detailed, then the comparison and synthesis thereof with the French reform pedagogical trend, emphasizing the realization of individual and unique, specific kindergarten adaptation. Finally the statements discovered and the summary of conclusions could be read, which have also contained several manifestations of personal character.

After repeated reading the huge amount of text had to be reduced – for processability, interpretation and analysis. From the available techniques indexation could be applied in this research process (Golnhofer, 2001). During the continuous interpretation of data I have

provided the texts read with coding and notices, by means of which later I have created the corpora, which have contained the narrations having common experience content in "compressed" format. As result of the process demonstrated previously the experience universes were outlined, which have served as analysis of becoming a Freinet-pedagogue experienced in a subjective manner as collective experience.

2. Experience world of the first meeting

Almost everyone has motivated the topic selection of the essays by calling up the adventure of the first meeting with Freinet-pedagogy. The essay writers have met the unknown world of optional, multi-coloured kindergarten programs after the loosening of the uniform and mandatory schedule system of didactic character lasting since long decades. Based on the narratives it can be stated that the evolvement of alternativity and pedagogical pluralismus was received with great pleasure, because one has longed for professional-methodological freedom since several years. However additional to the innovative intention one had to face a difficult task due to the lack of preparedness to change of aspect, the always developing offer of the "fungus" increasing kindergarten lifestyle organizations. The kindergarten pedagogues have often leant to their own sentiments. They have decided not on scientific, but emotional basis, which lifestyle organization to choose. "*I have quasi hunted for writings about new methods. The more I have read the more doubts I had. How shall I know, which one is correct?*" (Prókai, 1993, p. 1). Conscious choice could have been hardly expected from kindergarten pedagogues, because they did not have theoretical and practical skills, in the possession of which they could be able to decide. Recognition resulting from their previous professional experiences and sympathy were important elements of their decisions: "*We have heard of Freinet from a colleague attending the college in Sopron. She had the opinion that we do something similar to what she has learnt there*" (Némethné, 1994, p. 5). According to the statements Freinet-pedagogy – after knowing it – was basically chosen by emotional engagement, based on intuitions and inspiration in grain. The selected quotes illustrate this: "*When I read the description about the Freinet-program in Sopron, I have felt that it's mine. This is what I long for since years. These are my thoughts, my feelings!*" (Vanyáné, 1994, p. 1).

The engagement for new, the decision, the practical realization of change of aspect was combined daily in several cases with doubts and concerns. Some have reported in their writings that the first deep impression was followed by fear and uncertainty resulting from the duplicity

of the freedom of choice and the professional responsibility for the decision respectively. The kindergarten content norms of the investigated period and the previous time (ONP of 1971 and its further developed version of 1989) have formulated the character and spirituality of pedagogical work in a centrally prescribed manner, rather along kindergarten- and performance-oriented requirements. On the contrary the evolving alternatives – without content guidelines on central level – have emphasized the pluralisation of education targets and values, children orientation and experiences based on development, building on individual specifics. An uncertainty resulting from this duplicity has occurred also in the narratives of kindergarten pedagogues: "*...when I got to know Freinet-pedagogy, I have felt at a glance, that I have found the right one! But I also had a kind of uncertain feeling. Is it enough for the child to learn the adjacent world as it has learnt to walk and talk?"* (Horváth, 1994, p. 2).

The participants of the further trainings and courses in Sopron have had different professional preparedness and past and different pedagogical experience, due to which they have had ramified ideas and expectations against alternative pedagogical trends. So from the different kindergarten programs they have chosen the most willingly, which has complied with the criteria required by them the most. In the event of Freinet-pedagogy these are the characteristics, which are sympathetic "at first glance" – according to the witness of the reports – which were children orientation, the freedom of personality evolvement and naturalness.

As summary it can be stated that the innovative pedagogical atmosphere of the 1980ies and the appearance of alternative kindergarten lifestyle organizations have significantly impressed kindergarten pedagogues. The intensity and process of change of aspect developing along the acquaintance with new pedagogical ideas were determined by specifics resulting from the different personality features, the individual professional expectations and pedagogical aspects and the possibilities and circumstances of practical application. The confrontation with pedagogical alternatives and pluralism was combined in many people with the immediate feeling of identification in a defined direction; others were provoked to scepticism or further acquaintance. Reception had to be experienced individually by everyone.

2.1. Reasons for and motives of change

In the motivation of the topic selection of essays and final works prepared by kindergarten pedagogues – additional to the experience of the first confrontation - there are in several cases critics against kindergarten education typical for the period investigated and the previous years, the dissatisfaction with daily pedagogical work as motive for change. The essay writers have

considered the main reasons of the problems first of all in methodological regulation, mandatory activities and performance-oriented learning realized with artificial didactics: *"I was bound by rules, the schedule defined to the minute, the "subject" system broken down to days and the performance-oriented didactic procedures"* (Koncz, 1996, p. 33).

Most of the critics were exercised against the system of mandatory activities, where the organized unit of "play-work-learn" was realized in a centrally prescribed schedule and thematic order – often in a closed group room instead of the direct environment around the children. *"I have started an excited research; I have tried to get to know a pedagogy in every possible way, where the child is in the centre and not the activity"* (Szűcs, 1993, p. 1). The uniform legal and content regulation has not considered the individual and age characteristics of children and the different development stages thereof. There was not only the "curriculum" prescribed, but also the expected performance. For this reason the change was motivated by the prohibition against the compulsion of central regulation valid both for children and pedagogues in most of the cases: *"At the mandatory activities we have given everything in the hand of the children and explained them what to do. We have deprived them of exploring the world around them. I also have suffered from this compulsion"* (Sümeg, 1996, p. 1) The narratives cited above illustrate and sign the characteristics and problems of kindergarten education, which were laid on the pedagogues by obligation, uniformity and the pursuit of performance. They have felt that this atmosphere has affected the children as compulsion as well, from which often – despite the most careful pedagogical planning and organization – rejection and resistance have resulted.

The motivations of the change requested in kindergarten education have also had another aspect, which has implicated the demand for nature- and life-close active experiencing as new motive: *"There is not such an artificial environment, which would offer so multi-coloured possibilities for collecting experiences as nature"* (Szűcs, 1993, p. 2). The kindergarten pedagogues have formulated their former childhood memories in most of the essays, in which they have also emphasized the importance of connection to nature: *"I have been living in a small village in Zala since my birth: the vineyard, the small forest, the grazing-land, the plough-lands have become part of my life. I keep a life without above environment as unimaginable"* (Szűcs, 1993, p.1). Freinet-pedagogy was born from similar inspiration, it is known from the biography of the French folk teacher how much his childhood meant for him, which he has spent in a direct relationship with nature. The nature-loving essay writers with village past or present have considered nature with reference to Célestin Freinet as clear source of experience collection, which – in their opinion – can mean the richness of learning realizing for children

through life. This reasonable, harmonic environment created by nature has turned out to be experienced more simply and more easily to learn both for kindergarten pedagogues and for children than the world of artificial activities in the group room.

In the experience world summarizing the motives of and reasons for change two main motives were outlined – according to the witness of essays – in the process of pedagogical-methodological path-finding. One of them is the demand for turning away from the previous practice of kindergarten education, which has meant the fact and basic reason for change. In this process centrally prescribed obligations, performance-orientation and the non-observance of age specifics of children have appeared as elementary reason for the intention of renewal and as inducement appearing to be almost irreversible. The terms "*depressing, I started to revolt, I suffered, I was frightened*" clearly illustrate and sign the problems of kindergarten education. Another motive outlining from the experience world – in harmony with personal childhood adventures the nature- and life-closeness discovered in Freinet-pedagogy – has marked the direction and quality of change.

3. Experience world of acquaintance

After the first confrontation with the variety of alternative pedagogies the kindergarten pedagogues have felt and known that they have to break with the previous practice, in a manner, that the child shall be put into the centre of education and the education targets shall be adjusted thereto. To the first steps of realization and the "conversion" afterwards the adventures and experiences seen during the acquaintance with programs and methods have contributed the most. Based on the reports of the essay writing pedagogues it can be stated that during the study of different kindergarten lifestyle organizations engagement has become deeper for those, which have on the one hand correspond with personal pedagogical ideas, on the other hand possibilities and professional support were available for the theoretical and practical acquaintance thereof and thirdly they seemed to be applicable in the daily kindergarten life. According to the witness of statements the success and the motivation force of the Freinet further educations in Sopron were created by its cooperative, interactive character, the spirituality of Freinet and the harmony between the theoretical grounding and the practical realization, during which – in several cases – already at the location the engagement and decision were outlined in the participants: "*I have got to know the spirituality of Freinet during the intensive course in Sopron and at the meetings in Budapest. These assemblies have run in a different mood than the traditional further educations. Learning from each other,*

experiencing, discussing the problems, acting creatively. It has outlined in me: I want to be a kindergartner working in the spirit of Freinet!" (Vanyáné, 1994, p. 2).

The first important argument from the facts affecting the choice of pedagogues was children-orientation, which was contained in each essay: *"This pedagogy was close to me, because the child is in its centre, the natural curiosity of children is the origination and it can collect its experiences through "seeking experience", actively"* (Kovács, 1993, p. 3). Everyone among the essay writers has recognized and felt that this aspect has many, further valuable pedagogical outcomes: *"[…] the children are free, more creative and act with great enthusiasm. It provides every possibility to evolve the whole personality of the child, so they can assay their strength and realize themselves"* (Sümeg, 1996, p. 26). Directed by natural curiosity in the colourful, experience-full whirl of activities one of the most important figures of the pedagogical process, the child could be more enthusiastic and creative, its personality could evolve. The realization of above assumed and resulted the freedom of the kindergarten pedagogue and the kindergarten life as well.

In the process of acquaintance and engrossment another important argument has stood up for the pedagogy of Freinet: the variegation of children activity forms. The principle „training for life through activity" has proven to be such natural for kindergarten pedagogues already at the first hearing, because they could realize the targets and tasks of kindergarten education in accordance with the age characteristics of the children in the most basic and natural way instead of the previously required performance-orientation and carefully organized activities, they could collectively experience daily joys and problems: *"We were on the loaf in the whole autumn. We have discovered the surroundings. We rolled down the hills, swung on trees, pulled fruits on "no-man's-land". We prepared compote from the fruits pulled. That was the most beautiful year of my career"* (Szűcs, 1993, p. 1).

According to the witness of the writings in the documents the kindergarten pedagogues, who have tried out what they have learnt during the training in their everyday life, have quasi had immediate sense of achievement. Additional to children and adventure orientation the inspiring natural and social environment has contributed to joyful kindergarten life to a great extent.

During the acquaintance with Freinet-pedagogy, in the course of engagement the method of adaptation – concerning persons, local characteristics and possibilities – had to be recognized. On this area it was the biggest challenge for kindergarten pedagogues that the content and legal rules of kindergarten education in the investigated period have not shown new

ways, alternatives for those, who wished to deviate from central regulations towards local experiments. Due to these reasons the Freinet further educations spreading in Sopron – and in several points of the country -, the publications turned up and the alternative kindergarten lifestyle organizations appearing to be "good practice" have become of dominant importance. *"I have studied the publications published in Hungarian, I have contacted Freinet Foundation. I have visited the group of the practicing kindergarten of the Kindergarten Pedagogue College in Sopron working in Freinet spirit. I have felt always stronger that I have made the right decision, when I chose this way"* (Zabos, 1994, p. 2). In the course of acquaintance the interested have appeared in almost every forum of information and experience collection, they have started to travel around the country, looked for and studied publications. The "work" has run in a creative manner, discussing the arising questions and problems as the kindergarten life in Freinet-spirituality itself.

4. Experience world of „conversion"

In approximately three fourth of the investigated essays references and occasionally detailed narrations can be found about the fact, what kind of changes the kindergarten pedagogues working in the spirituality of Freinet-pedagogy have detected in connection with themselves, the children, the personal and material conditions of kindergartens and how have they changed daily life. All of them have reported that their human and professional conversion has not happened overnight, but lots of situations experienced, own personal and professional experiences and the related reflections have played a role in the process: *"It has formulated in me that I want to be a kindergarten pedagogue of Freinet-spirituality. I felt that it does not work overnight. […] in the meantime I have constantly changed, renewed"* (Vanyáné, 1994, pp. 2-3).

Kindergarten pedagogues have written about the changes occurred in their personality at first: "*Freinet-program requires new personality features from kindergarten pedagogues. For this pedagogy decisive, open kindergarten pedagogues with responsibility and creativity are necessary*" (Makra – Kuruncsai – Kószó, 1992, p. 12). The changes of personality were characterized mostly by the feeling of freedom, emotional filling, open-mindedness, creativity and empathy, the ability for renewal and a certain dissimilarity and responsibility.

As result of the analysis of changes experienced in connection with kindergartner children it can be stated that the kindergarten life of Freinet-spirit, the atmosphere of freedom and love has released similar reactions from children to a great extent as from kindergarten pedagogues.

On the account of this a personal love connection could develop, which has become the basis and essential condition of the child-pedagogue relationship: *"In order that everyone feels good, love and acceptance were required without conditions. We have accepted the children as they were. They had self-confidence and they have accepted also others. A love connection was established. There were less conflicts, the kindergarten life has become enriched"* (Sárosi, 1993, p. 45). The children activities replacing the previous obligatory activities, based on free decisions and directed by interest has not required external motivation called up by the pedagogue with didactic artificiality anymore, because the childlike curiosity and being creatively eager to do have become inducement of kindergarten life: *"The children have almost bolted down the different activities offered. They wanted to try out everything, everyone wanted to participate in everything. One could feel on the activity and great interest of the children, how the possibility of free choice has released the"* (Palotai, 1992, pp. 7-8).

The conscious modification of material environment can be also considered as important factor of the renewal in kindergarten life. The inspiring environment around the children is essential condition of creative atmosphere and variable activities, which also plays an important role in the realization of the principles and techniques of Freinet-pedagogy. Kindergarten pedagogues have felt the necessity of change also on this area and tried to create the required material conditions. By comprehensive reordering of the group rooms, in the snugs and "workshop corners" established, providing variable tools – not seen until then in kindergartens – the children have received free space for playing, activities and creating: *"I have reordered the group room already in the first year. We had a real kitchen corner, where there are real dishes and kitchen aids. On the shelves compotes, spices and tea-sorts are lined up. […] There was place for a rib-stall and a rope hanging down from the ceiling. For the conversation round and fairytales we form a circle from sitting cushions"* (Vanyáné, 1994, pp. 4-5).

In the experience world of the conversion outlining from the reports the kindergarten pedagogues, the children, the character and the atmosphere of the whole kindergarten life has changed following the changes of the kindergarten environment – due to this. Instead of the performance uniformly requested from everyone, learning methods inappropriate for the age characteristics of kindergartner children and more impersonal communities covering individuals kindergarten weekdays were characterized by individual treatment, acceptance and emotion-richness (e.g. love, acceptance, adherence, joy of collective experience). The conversion had creative power according to some: *"We have recreated the kindergarten life.. […] We have felt better in kindergarten"* (Szűcs, 1993, p. 26).

From the narratives disclosed the character of change can be summarized, the basis of which was created by a child-orientated kindergarten education aiming for free evolvement of personality. In this process the cooperation of child and pedagogue was principally based on love and acceptance realized through empathy and tolerance and in the professional renewal reflective consciousness, authenticity and self-identity owing to the methodological freedom were outlined in the writings. The conversion process was characterized by the majority of kindergarten pedagogues with the motive "I have become somebody else", however for some it meant "finding himself", "revival of the previous me" and "finding home" in professionalism instead of complete conversion.

5. Evaluation and acceptance of „diversity"

In the experience world analyzed during my investigations and highlighted in the previous sub-chapter renewal and diversity have appeared as sharp motives. In consequence in most of the cases the feeling of a kind of professional self-identity has occurred in kindergarten pedagogues, from which later the appearance of the intention of separation, self-definition and the motive of "diversity" have occurred. The interpretation of "diversity" and the evaluation thereof was present in the narratives in several comparisons. There were some, who have used this term as duplicate of finding their professional self-identity: "*Internal convincement and emotional adherence are unconditionally required for the realization of the spirituality of Freinet. It completely satisfies my internal needs and diversity*" (Némethné, 1994, p. 33). Among the essay writers other have compared the pedagogy of Freinet formulating general issues, considering "traditionalism" characterizing their previous kindergarten practice: "*In Sopron and in Budapest I had the chance to see the wonderful atmosphere and harmony existing in groups of Freinet-spirit. Diversity between traditional kindergarten life and the one called Freinet-spirituality was very much observable*" (Koncz, 1996, p. 35).

Individualism and diversity building on local specifics – considering the writings – are present in the realization of Freinet-pedagogy as values. In consequence the acceptance of diversity existing in the society, in the kindergarten and between children and the modern aspect of its evaluation were also revealed in the narratives. Accepting approach based on personal treatment and age and individual specifics is characterized for the evaluation and acceptance of diversity for kindergarten pedagogues: "*Kindergarten is not open only for healthy children. In my group there was already handicapped, twin-language child and child with autism. […] In the spirit of Freinet an environment and atmosphere shall be established, where individual*

tempo and flexibility help a lot in the solution of problems arising from diversities" (Sümeg, 1993, p. 31).

6. Experience of coherence and movement

After meeting Freinet-pedagogy the further questions and problems arising in the common days of kindergarten life during the "daily" practice of Freinet-pedagogy, the feeling of separation and the sharing of joy and success feeling have called connections and relations to being, which have played a key role in the evolvement of domestic adaptation and its spread of movement character. The experience world of coherence and movement can be disclosed along the motives "community-friendship-fellow-sufferer"*,* the primary stages of which were the relationships between local kindergarten education communities and colleagues: *"While many other Freinet-pedagogues fight against the non-understanding by their managers and colleagues, our kindergarten has started a common finding-scanning path several years ago. In our internal demonstrations it feels good to receive confirmation from each other within the colleague community and to see how others sustain from the spirit of Freinet"* (Molnár, 1993, p. 3). At the beginning other have tried to renew kindergarten life alone, however later they have felt the necessity to belong to a community, where initial attempts were confirmed by learning from each other and professional enrichment: *"I have lot of tasks to solve, in order to be the leader of a kindergarten group of Freinet-spirit. However I am sure I do not have to pass this road alone, because I succeeded to get to know several colleagues, the objectives of whom correspond with mine"* (Zabos, 1994, p. 35). Additional to contact between pedagogues working according to similar principles the essay writers have considered the activity of the research group in Sopron as connecting power provider, which arose from the theoretical and practical trainings and meetings respectively. According to the statements the instructors and practice-guiding kindergarten pedagogues have accommodatingly communicated their experiences to the interested and shared the success of others with pleasure and given faith and confirmation in case of doubts and problems: *"The method and techniques of Freinet are not institutionally taught, but his followers share their experiences and one can receive Freinet-pedagogical skills in this manner. For this reason the role of the movement is important, because it allows meetings and exchange of experiences"* (Koncz, 1996, p. 26).

During the further analysis it has outlined from the essays that the building and always spreading relationships – owing to the regularity and frequency of meetings – were organized

into a movement building from below, the necessity of which was considered by the kindergarten pedagogues in the strengthening of relationships, professional development and the creation of the possibility of self-training: *"Freinet-pedagogues are not trained anywhere in the world, so self-development and self-training are important. Freinet-meetings, further educations, exchange of experiences and literatures allow this"* (Kasper, 1994, p. 18). The organizational framework of the movement was the meetings mentioned also in the quote above, which were additional to community events of friendly character also professional continuative educations. The principle of learning from each other has shown up, there was the opportunity to exchange experiences, which have confirmed or re-considered individual attempts with a kind of "self-selection" character. So the communities called by the French reform pedagogical trend into being have formed in professional continuative educations, Freinet-meetings, then these have embodied in the domestic Freinet-movement organized with time. Pedagogue (self) training realized within the frames of the movement – similar to international continuative educations and meetings developed from French roots – has played (and plays also today) an essential role in the vitalization of the pedagogy, where instead of the road of official graduation the knowledge of the pedagogical concept, the engagement for principles, the application embodied in Freinet-techniques and the demand for continuous self-training and weighing shall mean the guarantee in professionalism.

7. Conclusion

During my investigations it has outlined from the essays of kindergarten pedagogues that additional to certain uniform attempts in the intentions wishing to renew kindergarten education the renewal breaking up with the pedagogical practice of the previous years and the diversity from others, which has become value by self-definition, were expressed as strongly appearing demand. It was demonstrated in the narratives that the pedagogues have mainly believed to discover in Freinet-pedagogy among the evolving kindergarten lifestyle organizations, that it builds onto multi-coloured pedagogue personality, during the realization it almost implies and requires differentiation and multi-colouredness – manifesting itself naturally in the atmosphere of freedom. From the statements it has outlined that the introduction of every new education concept and method – even with careful preparation – shall be successful in the event, if it is emotionally approachable for the pedagogue, if he finds what he can own, if it can be adapted both for himself and for the pedagogical environment, namely it assumes and ensures innovation based on professional autonomy.

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CSILLA MOLNÁR[1]

The Persuasive Speech in Rhetoric and Tales[2]

Although the original sitation of rhetorical speech and the speech in tales bears resemblance with each other (mutual attention of the speaker and the audience, the aesthetic formation of the speech), but in my paper I aim to analyse the difference of persuasion. In rhetoric it means the deliberate use of certain formations to achieve the desired effect on the audience. The basis of persuasion is the acceptance of probability. The tale can be interpreted as a meaning revelation in the hermeneutic progress of understanding, which supposes an equal inclusion both from the side of the speaker and the listener. In this case the speech embodies the world-like presence of language. In conclusion, these two methods of persuasion are in relationship with deeper disparities of the aesthetic impression and the aesthetic recognition.

1. Introduction

In my paper I aim to analyse the difference of speech in rhetoric and tales from the aspect of persuasion. Firstly, rhetoric speech and speech in tales can be described with two methods of persuasion. In the first case, it means the conscious use of particular rhetoric forms, by which the right effect can be made on the audience. The basics of persuasion is the acceptance of probability. In the second case, understanding can be interpreted as a meaning revelation created in the hermeneutic process, which assumes the compeer involvement of the speaker and the audience as well. In this case, the speech incorporates the worldlike presence of the language.

2. The Means of Persuasion

Rhetoric has appeared in the context of persuasion since the beginnings. In the antiquities the representatives of the Sicilian rhetoric school, Corax and Tisias formulated rhetoric as the creator of persuasion. According to Aristotle *"Rhetoric may be defined as the faculty of*

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observing in any given case the available means of persuasion. This is not a function of any other art. Every other art can instruct or persuade about its own particular subject-matter; for instance, medicine about what is healthy and unhealthy, geometry about the properties of magnitudes, arithmetic about numbers, and the same is true of the other arts and sciences. But rhetoric we look upon as the power of observing the means of persuasion on almost any subject presented to us; and that is why we say that, in its technical character, it is not concerned with any special or definite class of subjects" (Aristot. Rh. 1.2.).

So neither *episteme* (pure theory, knowledge) nor *techné* (craft, art), but *dynamis* (ability, opportunity) which can be advanced to techne.

As Nietsche has already formulated, rhetoric in the classical definition of Aristotle means the point of understanding when we realise the possibility of persuasion, which can be introduced later as something recognised. The temporality of rhetorics involves two different moments. In the first one recognition happens and then in the real rhetoric fulfilment, in speech it is all introduced to others (Nietzsche, 1989). Rhetoric needs the hermeneutical event, however rhetoric itself is the means like use of this interpretation, it involves the third moment of the triformity of the hermeneutical event (understanding-interpretation-implication).

Contrary to this, the tale can be seen as a method of speech, during which understanding is created by the common participation of the speaker and the audience, so the hermeneutic event can be conceived as simultaneity. Of course, there is a difference between the tale as a form of art and as a narrative activity. Tales, as a genre, can be read individually and any stories can be said like tales. It is common however, that just like the activity of reading, telling and listening also stipulate understanding.

According to Gadamer, it is a common feature of each speech that *"we do not transmit exact facts to each other but we put our own knowledge and motivations in a wider and richer horizon. Each understandable and understood statement is involved into the motion of questions, so they get interpreted as motivated answers. Conversation is conversation with each other. An encounter with a word or just letting it pass us by, both of them are basically linguistic experience"* (Gadamer, 1986, p. 144). The rhetoric and poetic experience seems to resemble, as when they come to realisation, both create communities, the community of understanding. An important difference is, however, that the rhetoric community is realised by the use of persuasive means, so it is the result of the speakers purposeful motivation (Kuziak–Rzepczynksi, 2004). On the other hand, the community of poetic reception comes to realisation in the course of games and cultic activities, which links and involves participiants throughout their necessary presence (Gadamer, 2004).

"A tale's original and natural context is a specific communicational situation. In traditional societies, tale-telling and the opportunity to tell a tale is a separable moment, which is often a part of a well-structured order of a ritual" (Biczó, 2006, p. 15).

3. The Hermeneutical Excess of Poeticity

In comparison with the rhetoric experience, poetic experience can be described as a hermeneutic situation with an excess. According to Gadamer, the poetic text, including the narration and the tale, is independent from all forms of the motivated speech. In this case, it is not our main focus who wants to say something and why. We do not accept a statement but a saying unlashed from the intention. Its persuasive character and justice are of a different nature than the persuasive effect of a speech, when somebody says something, where rhetoric also belongs. In the former case, if the speech as a performance in an aesthetic sense persuades us, then it will persuade us with what it says (Gadamer, 2004).

At the same time, it is also important that these self-approved texts have three types. One of them is the religious text, which Gadamer defines as an approval *Zusage*, Northrop Frye defines as *kerygma*. The second type is the *announcement* that belongs to legislation (Gadamer: *Ansage*), in which the character of the announcement creates the legal validity. The third type is the artistic text, which can be perceived as a declaration (Gadamer: *Aussage*) with a need for completeness. The accomplishment feature of the statement is determining, according to which *"we do not have to add anything to its reception and linguistic character that is not disclosed in itself. It is autonomous in its own accomplishment. The poetic word is a statement in a sense that it validates itself and it does not provide any room for verification"* (Gadamer, 1986, p. 149).

4. The Tale as a Hermeneutic Task

Previously, we have separated the tale as a form from the activity of tale-telling. Thirdly, in correlation with tales we can also mention the tale-characters the active agents in the texts of tales. It is also valid for them that *"each tale can be apprehended as an attempt for interpretation, the attempt of the hero to solve a task is not other than an interpretational exercise. Who understands the inner meaning of the situation? How do the characters*

understand and interpret their situation? Which one of them is able to make an advantage by finding or finding out the adequate meaning?" (Biczó, 2006, p. 13).

Accordingly, motion in place and time in the world of tales is present as part of the process of understanding, as the hermeneutic attempt of the hero, the tale-teller and the audience. After all, it has not been answered yet, how to demonstrate the connection between the tale as a genre and the tale as an activity of speaking. If the genres are considered as preliminary patterns of understanding, we seem to get closer to find the hermeneutic horizon that sees the aspects of the tale in a comprehensive frame. In this case, the way of the tale's hero, the happenings meanwhile and the time assigned to it can be interpreted as the finite number of syntactic and grammatic elements of the tale. It is sort of a vocabulary of a language within the language and a system of rules, that just like the language as a whole, is theoretically finite, but in practice it enables an infinite version, so that the exact meaning is always updated in a hermeneutic event. It corresponds the previously mentioned duality of the tale form and tale activity.

This is a kind of recognition. *"But what is recognition? It is surely not merely a question of seeing something for the second time. Nor does it imply a whole series of encounters. Recognition means knowing something as that with which we are already acquainted. This is something that we are all familiar with. Recognition always implies that we have come to know something more authentically than we were able to do when caught up in our first encounter with it. Recognition elicits the permanent from the transient"* (Gadamer, 1986, p. 47).

5. The Expansion of Rhetoric

Since the second half of the eighteenth century, parallel to the breaktrough of natural sciences, rhetoric as a science and practice gradually became suspicious. Its position was worsened by the appearance of the modern art theory that emphasized originality and individuality, so the repetitive and acquired feature of rhetoric was devaluated in this aspect as well. New paradigms of a need for justice and value developed in sciences and art. Rhetoric managed to maintain its legitimacy only in law, classical philology and in some public areas, however, since the middle of the twentieth century the latter has become anachronistic as well. Before the millenium, rhetoric gained new scenes and this process has not finished today either. The new relation to the media and the appearance of new communicational areas enable new communicational forms, in which the values of rhetoric became attractive again. All of these represent a new challenge to the science of rhetoric. *"The mixture of classical rhetoric tradition with the vocabulary of the new media can result in two possible ways. On the one hand, it can assign*

the beginning of modern rhetoric. On the other hand, it can outline a new communicational culture with a changing new rhetoric canon structure" (Aczél, 2012, p. 102).

According to this correlation, today's rhetoric strategy is implemented in practice, as something that is able to form and arrange the value structure of the communicational process.

6. The Hermeneutics of Rhetoric and the Rhetoric of Hermeneutics

Nowadays, there are newly formed correlations in practice and in theory as well, throughout which rhetoric and hermeneutics can be related, although earlier they were considered excluding. One of these paradigms is *invitation rhetoric* (Foss-Griffin, 1995). It can be considered as an invitation to understanding, which results in the correlation. The gesture of invitation aims to involve the audience, in order that the speaker and its audience can contribute to the existence of a deeper and richer meaning and understanding (Aczél, 2012). A wider environment of invitation rhetorics is created by systems that generate the so-called participation culture. Theoretically, a rhetorical method would start to operate here, in which commitment and creativity support each other. However, the experience of new medial and communicational scenes show that the functioning of these communicational situations is strongly dependent on culture, as pre-conditions like tolerance, limitlessness, the lack of hierarchy the opportunities of perspectives and continuity have to be valid at the same time, in order that the above mentioned practice could be realised.

Returning to Aristotle's use of concepts mentioned in the introduction of the presentation, the practise of rhetoric and hermeneutics can be interpreted as *dynamis* in the force field of episteme and *techne*, that also needs opportunity conditions. The rhetorisation of hermeneutics can be the pair of the hermeneutisation of rhetoric, when *kairos*, originally belonging to rhetoric, becomes the own part of the hermeneutical event. This increased reflection of temporality makes the paradoxical incorporation of understanding and persuasion possible. Its reason can be understood only after you start to suspect that not every pre-condition of the event can be influenced. According to Derrida the waiting attention before *kairos* means the paradoxical experience between *tukhē* and *automaton* for the participants, *"Tukhē designates in general a chance when the latter derives its meaning with regard to a human finality, intention, or intentionality (…) whereas automaton designates in general, spontaneity whithout intentional implications. It is true that Aristotle does not always respect this distinciton. We had to privilege this Aristotelian concept of tukhē for reasons essential to the structure of the*

gift and the pas de don, the gift step/no gift. For in that structure chance is constantly, in advance even, re-finalized, re-intentionalized and regulary reappropriated by a teleology: the desire to create an aleatory event, the benevolence of nature in the gift that the narrator has the good luck to receive from so forth" (Derrida, 1992, p. 133).

7. Summary

From a phenomenological approach, the rhetoric and the poetic speech, including the tale, assumes two directions of the meaning. In the course of the former, there is a promise regarding that what has been said will have a counterpart in the common reality for the audience. The artistic speech, however, is able to fulfill itself by involving the audience in its presence. This opens up the existence defining role of the mother tongue and that of the nature of the relationship to the mother tongue, which makes our existence in the world comfortable (Heidegger). *"The thing that we grow into a language always means that not only our language and its words and phrases become familiar but also their meanings that we aim to express with them. It also means that the world gets close to us and it stands in a given mental order. The words are the same, basic articulations, which lead our interpretation of the world. It belongs to the familiarity of the world that this world maintains itself in our communicational processes with each other"* (Gadamer, 1986, pp. 155–156).

Furthermore, within the poetic speech it is the peculiarity of the tale speech that due to its bound forms and repetitive structural and plot elements, it gets predictable up to a certain extent. So not its new and unexpected text elements give its appeal, but the opportunity for the experience with an ontological significance. From this point of view there is a special excess. In each case, a rhetorical speech is unique, once in a lifetime and as it follows, unexpected for its audience. One of the challenges of the eloquent speech is that it has to surpass the expectations. It can only evolve its effect, if it is able to provide something unusual and new for its audience. To achieve this, it is necessary to possess individual creativity. Since the end of the twentieth century it has put rhetoric in new correlations again, which at the beginning of the new era appeared to be more and more ambiguous for the new way of thinking and for the new need for justice.

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JÓZSEF RÉVÉSZ[1]

Märchen und Musik
Ein mögliches Modell für Kindergartenkonzertpädagogik[2]

Das Erbe von Zoltán Kodály, Katalin Forrai, Klára Kokas berechtigt den berufenen Musikpädagogen zur Erweiterung der Lösung und pädagogischen Methoden, welche die musikalische Erziehung von Kindern durch direktes Erleben der Musik unterstützen. Das Ziel unserer Forschungsarbeit ist, die Auswirkung von interaktiven Gruppenstunden auf die Persönlichkeitsentwicklung zu untersuchen. Der wesentliche Aspekt dieser, von Musiker gehaltene Gruppenstunden ist der Dialog zwischen Kindern und Erwachsenen. Ich möchte hier die Erfahrungen von um die 400 Vorträgen/Gruppenstunden zusammenfassend darstellen. Meine Überzeugung ist, dass diese, mit meinen Musikerkollegen gemeinsam gestaltete interaktive Gruppenstunden sich unterstützend auf die Vorstellungskraft, intuitiven Fähigkeiten der Kindergartenkinder und auf die Früherkennung der musikalischen Begabung auswirken.

> *„Die Beschäftigung mit dem Kindergarten und seiner Musik ist keine kleine pädagogische Frage, sondern Landesaufbau."*
> Zoltán Kodály[3]

1. Einführung

Die Musik ist Teil unsers alltäglichen Lebens. In irgendeiner Form ist sie uns allen schon begegnet. Meistens ist sie nur im Hintergrund vorhanden und in unserer schnellen Welt haben wir immer weniger Zeit, dass wir uns in dieser wunderbaren Wellt vertiefen können. „Musik soll allen gehören." sagte Zoltán Kodály[4]. Warum drücken Kinder auf der ganzen Welt Freude und Leid mit singen, klopfen, klatschen aus? Dieses Verhalten ist sowohl von Landesgrenzen als auch von

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[3] https://www.citatum.hu/szerzo/Kodaly_Zoltan [2017.10.11.]
[4] https://www.citatum.hu/szerzo/Kodaly_Zoltan [2017.10.11.]

sozialer und kultureller Zugehörigkeit unabhängig. Die Musik, die universelle und ewige Musik lebt in uns allen. Die Unterstützung von Persönlichkeitsentwicklung ist ab frühester Kindheit sehr wichtig, da diese Phase die empfindsamste Zeit im Leben des Menschen ist, die Entwicklungsfähigkeit des Gehirns ist hier am größten. Die kinderneurologischen Studien haben eindeutig erwiesen, dass die ersten Lebensjahre aus der Sicht der Entwicklung des Kindes entscheidend sind. Die Emotionen beeinflussen eindringlich die frühkindliche Persönlichkeitsentwicklung. Die Höhe des IQ spielt eine geringere Rolle bezüglich der späteren erfolgreichen Lebensführung. Menschen mit einem höheren EQ haben viel bessere Chancen auf erfolgreiche Integration in der Gesellschaft und auf ein insgesamt zufriedenstellendes Leben. Künste sind am besten geeignet als unterstützende Mittel bei der Persönlichkeitsentwicklung. Für die Notwendigkeit der künstlerischen Erziehung spricht die Tatsache, dass der EQ am effektivsten durch diese zu entwickeln sei. Der Begriff Kunst ist komplex, die verschiedene Kunstarten sind voneinander nicht unabhängig. In den Gruppenstunden bilden Musik, freie Bewegung, Zeichnen/Malen und andere Formen des Selbstausdrucks eine harmonische Einheit. Dadurch kann man Kreativität, emotionale und soziale Intelligenz der Kinder in der Entwicklung wesentlich beeinflussen. Gleichzeitig muss man den ästhetischen Aspekt der Kunst hervorheben. Es ist überaus wichtig, dass sich bei den Kindern eine richtige Wertordnung sich ausbilden kann. Zoltán Kodály meinte, für kleine Kinder sei das Beste gerade gut genug. Daher ist es ratsam qualitativ hochwertige Kunst (z.B. Volksmusik, klassische Musik) bei der künstlerischen Erziehung einzusetzen. Mit den Worten von Klára Kokas ausgedrückt: Die Kinder kommen nicht mit Hass zur Welt. Sie bringen Sehnsucht nach Zusammengehörigkeit mit sich. Auf den reinen Sinn des Wortes gelangt der Schmutz später, im Laufe der Zeit. Nach Beispielen. Voraussetzung für Verachtung ist die Geringschätzung der anderen, Angst ist die Folge von Gewalt, aus der Unterdrückung kommt Unterwürfigkeit oder Aggressivität hervor. Die Kinder können sich nur schwer von den von uns geerbten Unreinheiten reinwaschen. Dazu brauchen sie Hilfe. Ein reinigendes Bad. Das klare Wasser für die Seele ist die klare Musik, die reinigende Musik, die Katharsis bringende Musik. Was „gute Musik" bedeutet, kann man nicht mit einfachen Begriffen definieren. Die Einschätzung ist relativ, abhängig von unserer Erziehung, unserem Umfeld und kulturellem Hintergrund. In Peru ist gute Musik etwas anderes als auf den japanischen Inseln. Als Elternteil oder Pädagoge habe ich das Privileg die Musik, welche ich selbst als reinigend empfinde, meinen Kindern/Schülern nahe zu bringen. Die aktuelle wirtschaftliche Situation wirkt sich auch

auf das kulturelle Leben aus. Die Förderungsmittel der Musikschulen verringern sich, Orchester werden zusammengeschlossen oder gar aufgelassen, die freien Stellen in den Musikschulen nicht mehr nachbesetzt. Musikunterricht ist nicht mehr so wichtig. Brauchen wir noch die Musik? Lohnt es sich für die Gesellschaft in diese Kunstrichtung zu investieren? Unzählige Untersuchungen bewiesen (Pléh, Kokas, Bastian), dass es einen direkten Zusammenhang zwischen Musikalität und Intelligenz gibt. Meine Überzeugung ist, dass Musik emotionale Sprache, menschliches Bedürfnis, Teil unseres Lebens ist. Mit ihrer Hilfe können wir unser Gehör, motorische Fähigkeiten, körperliche Empfindungen und Emotionen schulen. Musik ist geeignet Gefühle und Gedanken zu transportieren im wirklichen, und übertragenem Sinne gleichermaßen. Ihre Wirkung auf die Menschen konnte ich oftmals erfahren. Das gilt verstärkt für kleine Kinder, da der Lehrende die Kinder mit seinen eigenen Gedanken beeinflusst. Im Kindergartenalter beginnen die Kleinen ihr Wertesystem herauszubilden. Sie sind äußerst empfänglich, nehmen, auf Grund des Respektverhältnisses, die Meinungen der Lehrenden an (Forrai, 1991). Musikalische Erziehung gehört zur künstlerischen Erziehung. Kann Interesse wecken, formt den musikalischen Geschmack und ästhetische Empfänglichkeit (Forrai, 1974). *„Aber woraus besteht die Bedeutung der Kunst, der Musik? Das künstlerische Schaffen ist die ästhetische Aneignung der Realität, es vereinigt zwei wesentliche Aspekte der emotionalen Erziehung. Zum einen verlangt es nach gründlicher, auf Grund abstrachierenden und verallgemeinernden kognitiven Fähigkeiten herausgebildete Kenntnis der Wirklichkeit. Grundlage dafür ist die objektive und richtige Kenntnis der gesellschaftlichen Realität. Es bildet aus dieser Kenntnis ein konkretes, erfahrbares Erlebnis für das Publikum, kann also dessen Verhalten durch erlebnishafter Wirkung formen.“* (Újfalussy 1968, p. 21). Auf Grund unserer Erfahrung wird im alltäglichen Leben die ästhetische und emotionale Erziehung in den Hintergrund gedrängt, obwohl wir inzwischen wissen, dass auf die rechte Gehirnhälfte wirkende musikalische Elemente die Tätigkeit der linken Gehirnhälfte positiv beeinflussen, was wiederum die Leistungsfähigkeit erhöht. (Konta, 2001). Die Emotionen beeinflussen nachhaltig die frühkindliche Persönlichkeitsentwicklung. Die emotionale Intelligenz ist die Sehfähigkeit des Herzens. Unsere geistige Vorfahren haben uns bedeutende Erfahrungswerte und wichtige Forschungsergebnisse hinterlassen. Dalcroze und die Eurythmie führt den Menschen zu seinen ureigenen Bewegungsmöglichkeiten, zu den ursprünglichen Bewegungen, Klängen und Rhythmen zurück. Das Ziel von Montessori war es von den Schülern späteres Publikum zu erziehen; die Kindergesellschaft ist sehr eigen, in welcher man die musikalische Intelligenz

herausbilden kann und muss. Nicht nur das Verstehen war ihr wichtig, sondern das Einfühlen in möglichst hohem Maße. Deswegen hat sie ihren Unterrichtsstoff aus den Meisterwerken der Musikliteratur zusammengestellt. (Szőnyi, 1988). Das unterstützt auch die Meinung von Zoltán Kodály: Meisterwerke kann man nur mit Hilfe von Meisterwerken unterrichten. In seiner Methodik hat die Entwicklung des inneren Gehörs einen hohen Stellenwert, ebenso das unbegleitete, á capella Singen, wozu bald sich eine zweite Stimme gesellen soll, weil nur diese Praxis zu einer sicheren Intonation führen kann. Die Unterrichtsmethode von Klára Kokas basiert auf die Beziehung zwischen Lehrer und Schüler. Ziel dieser Beziehung ist die Entfaltung von der Fantasie und des Geistes von den Kindern. Mit unseren außerordentlichen Gruppenstunden begannen wir 2010. Unser Ziel war die Musik und die Sprache der Musik Kindergartenkindern näher zu bringen, die Bildhaftigkeit und Erlebbarkeit aufzuzeigen. Ziel unserer Forschung ist die Wirkung der Musik auf die Persönlichkeitsentwicklung von 3 bis 7 Jahre alten Kindern zu untersuchen.

2. Die Hypothesen der Untersuchung

(1) Die interaktiven Gruppenstunden wirken sich positiv auf die Entwcklung der Kreativität der Kinder aus.

(2) *„Laut konstruktiver Lernanalyse gewinnen Kinder ihr Wissen in dem für sie entsprechendem Umfeld, durch ihre eigene Probleme,während aktiven, entdeckenden, schaffenden Tätigkeiten.* (Varga, 2011, p. 7).Während der musisch-spielerischen Gruppenstunden können sie viel Wissen aneignen, welches sie in ihre Kenntnisse einbauen können.

(3) Die Musik ist eine emotionale Sprache. Das Verständnis dafür ist zum Teil intuitiv, zum Teil lernbar. Diese Auffassung hilft beim Verstehen der musikalischen Begriffpaare.

(4) Man kann die gängige musikalische Erziehung im Kindergarten durch alternativen Methoden ergänzen.

3. Muster der Untersuchung

Grundstock der Untersuchungen bilden zu einem die zwischen 2010 und 2016 gehaltenen ca. 160 Gruppenstunden, zum anderen die Analyse der während dieser Stunden entstandenen DVD

Aufnahmen. Wir haben sowohl ländliche (8-10 Kinder) als auch großstädtische Kindergärten (100-120 Kinder) untersucht. Wir haben bedeutende Unterschiede bemerkt, aber darauf weiter einzugehen würde den Rahmen dieser Studie sprengen.

4. Die Methoden der Untersuchung

Unsere Untersuchungsmethode ist die Beobachtung.
(1) Wir haben die emotionale Reaktion der Kinder beobachtet
(2) Wir haben die gehörte Musik betreffend fragen gestellt, so konnten wir ihre Fantasie und Kreativität beurteilen.
(3) In Kindergärten, wo wir des öfteren Gruppenstunden gehalten haben, hatten wir auch die Möglichkeit Veränderungen der Reaktionen zu beobachten.
(4) Bei der Analyse der DVD- Aufnahmen konnten wir die emotionale Reaktionen der Kinder beobachten.

5. Ablauf der Untersuchung

Wir besuchen die Kindergärten zu dritt als Klaviertrio Formation, bestehend aus Klavier, Violine und Violoncello. Ein „Vortrag" dauert 35-40 Minuten lang. Wichtig ist es, die Kinder in ihrer gewohnten Umgebung aufzusuchen, da sie sich so viel schneller öffnen können. Darüber hinaus können wir unseren Vortrag der jeweiligen musikalischen Erziehung des Kindergartens anpassen. Wir spielen ausschließlich klassische oder Volksmusik. Das hat einen bestimmten Grund. In jedem Volk soll die musikalische Erziehung bei den jeweiligen Volkstraditionen ihre Anfänge nehmen. (Forrai, 1974). Die Melodie und der Text bilden in den Volksliedern eine vollkommene Einheit. Außer des Volksliedguts muss auch die künstlerisch wertvolle komponierte Musik eine Role spielen. Unsere geführten Gruppenstunden geben uns die Möglichkeit die emotionale und ästhetische Empfindung und deren Entwicklung bei den Kindern zu beobachten. Wir stellen pro Jahr vier verschiedene Programme zusammen. Jede diese Programme umfasst, umspielt ein Thema, welches auch zusammengesetzt sein kann. Z.B. Die Beziehung der Musik zur Natur. Das ländliche Leben und Traditionen. Märchenbearbeitungen. Geschichten auf Grund von eigenen Erlebnissen. Wir unterstützen so die Entwicklung der ästhetischen Empfindsamkeit und

Kreativität. Darüber hinaus können die Kinder unbemerkt wegen der spielerischen Art der Gruppenstunden neue Kenntnisse gewinnen. Das Wissen der Kinder erzeugt nicht der Pädagoge. Er kann beim Aufbau neuer gedanklichen Strukturen helfen, dazu die optimalen Voraussetzungen schaffen. (Varga, 2011, p. 7). Meiner Meinung nach können Spiele, Märchen und die dazugehörigen musikalischen Bilder können diese Voraussetzungen schaffen. Das erste Ziel ist es, die Fantasie und Vorstellungskraft der Kinder zu erreichen, zu bewegen. Zu viele Materialien hierbei zu verwenden kann kontraproduktiv sein. Wenn die Kinder sich nur auf die Musik konzentrieren können, ohne Ablenkungen, bekommt ihre Vorstellungskraft großen Auftrieb. In der Regel bauen wir den musikalischen Teil unserer Programme um eine Geschichte oder Märchen auf.

6. Demonstration der Ergebnisse

6.1. Kreativität und Persönlichkeitsentwicklung

Vor dem ersten Hören der Musikstücke erzählen wir nichts über mögliche Inhalte, sondern bitten die Kinder ihre eigene Gedanken nachher zu erzählen. Wir lassen sie selber daraufkommen, wohin die Geschichte sie führen könnte. Sie sollen, ohne unserem Einfluss, selber nachdenken. Dies verlangt eine große Flexibilität vom Musikpädagogen, der die Gruppenstunde leitet. Die Gedanken, Ideen, Beiträge der Kinder sind äußerst wertvoll. Unseren Vortrag halten wir dann für besonders erfolgreich, wenn wir unsere Geschichte gar nicht erzählen müssen, wenn die Kinder nur auf Grund der Musik selber die Geschichte erfinden können. Dann besteht unsere Aufgabe darin, die Kinder zur Mitarbeit zu ermutigen und den Ideen Platz zu geben.

Beispiele:

Vivaldi: 4 Jahreszeiten, Gewitter.

Es donnert und blitzt, es regnet, etc. Bei einer Gelegenheit haben wir folgende Antwort erhalten:

Die Engel rollen Fässer im Himmel.

Brahms: Doppelkonzert d-moll, 2.Satz.

Die 2 Katzen im Märchen mögen sich oder sind böse aufeinander.

Brahms: Trio Op. 8, 1.Satz

> In der Spinnstube wird mit dieser Musik warm.

Debussy: Trio G-Dur 2.Satz

> Der arme Mann und die arme Frau sind glücklich, weil sie 2 kleine Ochsen haben.
>
> Hört mal, wie ist ihr Wagen!

Verstehen und Anwendung von musikalischen Begriffpaaren:

Wir unterscheiden 3 musikalische Begriffpaare:

> laut-leise, tief-hoch, langsam - schnell.

„Der Lernablauf in der Musik ist der gleiche wie bei den Erfahrungen, erkunden von Naturgesetzen der „wissenschaftlichen" Gebiete" (Forrai, 1974, p. 50).

Das kindliche Erfassen von Klängen beruht auf Sinneswahrnehmung.

Bei den verschiedenen klanglichen Darstellungen werden Kinder auf Ähnlichkeiten, bereits Bekanntem aufmerksam. Das führt zum verstehen von Begriffen. Laut meiner Auffassung ist Musik eine emotionale Sprache, daher ergibt sich die Möglichkeit, das Verstehen von Begriffpaaren durch Sinneswahrnehmung zu unterstützen. Die musikalische Begriffpaare assoziieren wir mit Gefühlen.

Beispiele:

> Leise-laut:
>
> > Wir spielen mit den Kindern Hufeisen aufschlagen. Das hintere Bein des Pferdchens ist empfindlich, daher arbeiten wir vorsichtig, leise und langsam, damit sich das Pferd nicht schreckt.

Kipp kopp kalapács,
kicsi kovács mit csinálsz
Sárga lovat patkolok
Arany szeggel szegelem
Uccu pajtás kapj fel rája
Úgyis te vagy a gazdája

Wir gehen in den Wald Holz hacken. Manche von uns gehen weiter in den Wald hinein um Reisisg zu sammeln. Ihre Stimmen sind leiser.

Vágok, vágok fát, de micsoda fát
Égi rekettyét, égi menyecskét
Aki velem vörs, én is azzal vörs
Fogadjunk föl egy pint borba
Hogy ez huszonöt.

Langsam – schnell:

In unserer Fantasie setzen wir uns auf einen Wagen und fahren. Welches Tier ist vor dem Wagen gespannt? Vielleicht ein Elefant? Wie bewegt sich ein Elefant? Langsam, weil er groß ist. Wir brauchen ein schnelleres Tier. Einen Gepard, weil er schnell ist.

Kicsi kocsi három csacsi döcögő-döcögő
Benne gyerek kicsi kerek döcögő-döcögő

Hoch- tief:

Kätzchen und Kater im Dialog.

Brahms : Doppelkonzert 2. Satz. Unisono zwischen Violine und Cello.

Die Geschichte vom armen Mann und der armen Frau. Sind sie glücklich oder traurig?

Debussy Trio G- Dur, 1. Satz, Ausschnitt. Dialog zwischen 2 Instrumenten.

7. Zusammenfassung

Die Kinder sind von den ersten Lebensjahren an empfänglich für Musik. Die musikalische Erziehung ist ein Aufwerten der allgemeinen Ausbildung. Dadurch werden die Emotionen und das Verstehen der Emotionen geschult. Sie eröffnen Wege um ein breites Spektrum an Empfindungen sich anzueignen, mit deren Hilfe der emotionale Intelligenz weiterzuentwickeln möglich ist. In

diesem Alter hat Musik einen selbstverständlichen Platz in der Eltern-Kinderbeziehung. Die Grundausbildung soll möglichst vielseitig und altersgemäß für die Kinder zwischen 0 und 10 Jahren sein. Dazu ist es wichtig, dass wir die didaktischen Fragen von einer wissenschaftlich – reflektierender Seite betrachten und in unsere alltägliche Praxis einbauen. Wenn wir Musik zusammen mit Bewegung anbieten, können wir die körperliche Aspekte der Musik den Kindern näherbringen, spüren lassen. Durch Körpersprache können wir den Fokus auf Rhythmus, Artikulation und verstehen der Formen lenken. Kokas Klára meinte, wir sollen den Kindern ein liebendes Verständnis der Musik lehren. Auf Grund der Größe unserer Untersuchung können wir einen Einblick in den Tagesablauf von 150-160 Kindergärten gewinnen und die Beziehungen zwischen Kindergartenpädagogen und den Kindern beobachten. In Institutionen, wo die Kindergärtner den Kindern eine eigene Meinungsbildung einräumen, ist die Atmosphäre sehr offen. Die Kinder interessieren sich für die Meinung von anderen, sie hören einander zu. Wir sind bemüht den Kindern zuzuhören, ihnen die Möglichkeit zu geben die eigene Erlebnisse zu erzählen. So hören sie uns auch zu. Dennoch ist es wichtig, den Ablauf der Gruppenstunden zu lenken. Statt ermahnen ist das Wecken und Erhalten von Interesse zielführend. Nicht die unaufmerksamen sollen wir ermahnen, sondern die aufmerksamenloben, meinte Kokas Klára. Beispiel: Leopold Mozart: Kindersinfonie Wir fahren auf einen Schlitten, dazu bekommen die Kinder Glöckchen, sie „sind" die Pferde. Oft sind die Beinchen der Kinder unruhig dabei, sie klopfen, stampfen mit den Füßen. Dann fragen wir, warum die Pferde den Glöckchen brauchen in Winter. Weil im weichen Schnee man die Pferdeschritte nicht hört. Die Musik und die Musikerziehung ist ein unerlässlicher Teil der Kindergartenpädagogik. Durch die Transferwirkungen wirkt sich dies auf unser späteres Leben aus. Der Transfer ist die Übertragung einer Handlungsart von einem Faktor auf den anderen. (Woodworth – Schlossberg, 1966, p. 893) Unsere Methode ist hilfreich beim kompetenzbezogenen Unterricht, erfordert aber eine spezielle Ausbildung. Wir sind sowohl ausübende Musiker als auch Pädagogen. Als weitere Folge könnte man unsere Methode in den Kindergartenalltag adaptieren, mit CD-s und Ablaufbeschreibung als Hilfsmittel für die Kindergartenpädagogen. Auf Grund der Reaktionen der Kinder kann man Frühbegabung erkennen. Nicht nur das, obwohl gutes Rhythmusgefühl und sauberes singen ein eindeutiges Zeichen dafür sind. Um auf einen schon erwähnten gedanken zurückzukommen: Musik ist die Sprache der Emotionen. Zu ihrer Ausübung und Verständnis braucht man vor allem Fantasie, Vorstellungskraft, intuitive Fähigkeiten. Bei meinen Untersuchungen war die Betonung auf der Beobachtung der Reaktionen der Kinder. Die

vorher erwähnten Eigenschaften zeigen sich sehr schnell. Die Weiterentwicklung dieser Eigenschaften helfen den Kindern in den Besitz von für das Leben unerlässlichen Fähigkeiten zu gelangen.

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RÉVÉSZ JÓZSEF
TALES AND MUSIC

Legacy of Zoltán Kodály, Katalin Forrai and Klára Kokas authorizes its dedicated educators to expand and search for solutions and pedagogic methods, so the musical experience will help in making children's musical upbringing more efficient. The aim of our research is the examination of the effects of interactive occupations and teaching onto the development of personality. The main point of irregular occupations leaded by the musicians, lectures is the continuous dialogue between an adult and a child. I wish to report on the experiences of some 2400 lectures and the inferences, conclusions based on them. My conviction, that the interactive music lessons directed together with my fellow musicians make it possible for the kindergartener fancy, his fantasy, the putting forth of his intuitive abilities, the early recognition of the musical talent and its development.

LÁSZLÓ VARGA[1]

New Dimensions in the Interpretation of Early Childhood[2]

The period up to eight years is considered to be the peak time for brain development. From birth to about the age of eight the brain is a super-sponge. This is the brain's most absorbent stage, where it actively learns from its environment. "Windows of opportunity" are sensitive periods in children's lives when specific types of learning take place. Information flows easily into the brain through 'windows' that are open for only a short duration. Then the 'windows' close, and much of the fundamental architecture of the brain is completed. Scientists are continually learning more about how young children's brains develop. At the same time, teachers are looking for effective strategies to help children use their brains to their fullest capacity. This paper also contributes to this dialogue by summarizing what we already know about the learning process in the brain and suggests how it might form the teaching and learning process in the classroom.

1. Introduction

Interpretation and understanding the first years of human life, early childhood and childhood have undergone paradigmatic changes in the last few years. The latest national and international researches emphasize childhood as a key factor in the course of life of the individual. Developing and educating children is crucial for the progress of a nation and the development of the economy, since only happy, well-balanced, talented children are able to build a prospering and sustainable society. In case the investment in children and families happens in a bright way, the next generation will surely pay it back. Looking at our children from a wide perspective we can say that they are the citizens, workers, parents of tomorrow, the founders of the society of the future and the basis of the development of the economy. Intelligent investment is a kind of key in establishing a happy life, so there is an unlimited chance and extreme responsibility on our shoulders, since early years last forever.

It is therefore vitally important that student teachers have very high quality initial teacher education, supported by well-educated and knowledgeable lecturers and pedagogues. It is also

important that qualified teachers and other adults working with our youngest children have access to, and opportunities for continual professional development throughout their career. Having highly qualified teachers for young children is vital as the early years are such an important stage of children's development and pave the way for all future learning.

A child's healthy development is a crucial factor in the growth of a nation and for the improvement of the nation's economy in view of the fact that a prospering and long sustainable society can only be maintained if 'its' children are well-balanced and armed with appropriate skills. Smart investment into the upcoming generation always pays off. The failure to ensure the necessities for the construction of a healthy and productive life might put our future and security at jeopardy. Early years teachers and educators are supported by a numerous amount of data based on scientific research into the early years of child development so as to be able to exploit all the possibilities of building up a firm, well-balanced society the most efficiently (Bruer, 1999).

It is indeed crucial that early childhood experts be required to understand the subtleties and significance of the developmental processes of the early years and the effects that childhood and early childhood development have on adult life and on every walk of life. Educators must show a proper command of scientific knowledge, or that of the factors defining early childhood development and improvement, and that of the connections between early childhood brain development and human development while they should also be familiar with the state of the art findings of neuroscience on the early years brain development (Sousa, 2011).

The quality of our lives depends on the relationship that we develop between us and the surrounding environment. Therefore, emotional intelligence issues are to be addressed in early childhood education as well. The establishment of proper social competencies and cognitive skills take place in early childhood, however, emotional intelligence is still an important factor to be detailed (Goleman, 1997).

In the research paper the discussion will point to the connections between emotions, love, early childhood and to the effects of early years' stress on adult life. It also offers insight into an educational theory, i.e. constructivism, which has absolutely different views on learning theories from its predecessors. The significance of constructivism in early years lies in the fact that all early years teachers should be aware of the learning mechanism that enables children to construct 'themselves' and their system of knowledge. They are also advised to have an insight into the nature and process of early childhood development and learning and to understand the neural, emotional and social backgrounds of the learning processes (Charlesworth, 2013). As childhood is the age of experience when the capability to act is high, and it is also the age of

the establishment of competencies, the understanding of early childhood learning is a fundamental factor. Early years teachers are supposed to help children in this most sensitive period of their lives to construct 'themselves' and to be able to see the world with their own eyes.

2. Childhood is the age of experience

At the end of the 20th century a new theory of knowledge was introduced, namely constructivism, the educational paradigm of which suggests that education should focus on the child as a learner and the child's world inside. The founder of this educational philosophy was a Swiss psychologist, Jean Piaget who claimed that recognition is the internationalisation of the real world outside by experience, and that knowledge is a system responding to and interacting with the environment as a result of active experience. Piaget (1970) suggests that knowledge is the outcome of the constructive function of the brain. It is the interaction between the inner world that is the cognitive system and the external world that is the experience.

Piaget's apprentice Seymour Papert further elaborated the idea of constructivism (Papert, 1988) by suggesting that children should build up their own cognitive structures and that learning should happen without teaching. Papert claims that children's motivation to learn and experience is mostly natural, they are intrinsically interested in their environment and the continuous observation of their surrounding environment is one of their major characteristics. The underlying unnoticed learning or recognition is exploratory and sensory dominated and often non-verbal, and controlled by the children themselves. This suggests that the construing, creating and structuring mind of a child becomes the centre of attention instead of the cognitive processes. Learning takes place in the active, cognitive mind and it is being built on the already existing knowledge and on the continually expanding brain structures which are defined by literature as a mental map or world model (Cséfalvay, 1990). The freshly constructed knowledge, experience, skill will build into the structure created by the child consequently it becomes an internal part of the child with some personal hints and quality. Knowledge is thus not created by the teacher, who only facilitates the young children to construct their own structures, or at least they create the optimal environment to ensure the effective internal construction. This paradigm claims that teachers have a major role in exploring the prior knowledge (Nahalka, 2002) of children and in providing a supportive learning environment.

Considering the role of teachers or educators in the constructivist theory one might come to Maria Montessori's motto, i.e. "Help me to do alone." (Montessori, 1936).

The regular and traditional teaching-learning paradigm is considered to be cheaper, more elaborated, more sustainable, the knowledge is more easily gained. On the other hand, the constructivist learning-teaching paradigm is more expensive, it requires more preparation on behalf of the teacher, knowledge is sometimes delayed to form, moreover, this learning theory is not fully elaborated in a broader sense.

3. Early childhood brain development

An earlier (Pléh, 2003) scientific concept implied that the development of human brain was linear. Today it is known that there are sensitive periods during the development of the brain, and the most important period of all is the early childhood. When a child is born, the whole set of nerve cells is present in the brain, which means a set of 100 milliard nerve cells. The mess of the newborn's brain is only a quarter of the mess of an adult's brain, and at birth the networking starts and the nervous system begins to form. The fact that at birth a nerve cell has got 2500 connections (synapses) and then by the end of age 2 the same cell has 15000 connections clearly demonstrates how fast this growth is (Shore, 1997). The synaptic system shows extreme development in the first two years. According to neuroscientists (Ádám, 2004) the building up of the cerebral structure and network is principally stimulated by love, and stimulating environment and the experience. The cell delivering stimuli at the same time develops branched projections (dendrites, the magical trees of the mind) towards one another (Diamond and Hopson, 1999), so the network is continually forming. Each time the information runs through the nerve cell, the electrochemical effects strengthen the connections between the neurons, so the network grows. This is a very significant reason supporting the idea that a child needs an environment rich in stimuli and constant attention and care. The non-used or superfluous synapses will keep demolishing after the third year during the stabilisation of the network system. The overall build-up of the cerebral structure is a long process which starts before birth and goes on until becoming biologically adult. It is now known that the first three years mean the most important period to establish the neural connections, this is the time when 700 new connections are established in one second[3].

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[3] http://developingchild.harvard.edu/ [2017.10.13.]

Kluge (2003) suggests that early years teachers and educators should understand the responsibilities of their job, as the development of cerebral structure plays a firm but fragile at the same time role in the formation of future skills and behaviour patterns. The brains build up hierarchically from bottom to top, and by time more and more complex cerebral structures and networks are built up on simpler networks and skills. Loving care, adequate feeding and the experiences mutually form the developing brain's network system. Children often make an effort to establish connections with the adults around, who cannot avoid responding to them especially in the early years. It is important to re-emphasize the fact that the cognitive, emotional and social skills of a child are in inextricable relation to one another, and this way both our bodily and spiritual health are connected to each other throughout our whole life, and we cannot develop any of those separately in isolation. Unfortunately, as time passes by cerebral plasticity and the ability to change our behaviour constantly decrease. The brain is remarkably adaptive during its overall lifespan; however, if done in the right time, its forming can be more effective and efficient for the individual and thus for the society as well (Hámori, 2005).

4. Neuroscience and early childhood education

The latest national and international researches emphasize childhood as a key factor in the course of life of the individual. In recent years, research on young children's early brain (head) and emotional development (heart) have underscored its importance for later development. Integrating this 'Brain-Based, Heart-Felt' research into classroom practice, however, will require meaningful dialogue between educators and brain scientists to inform both research and ECE institutions. Our research group aims to bring educators and scientists together through the development of joint research projects to improve the understanding of how children learn and develop. Linking brain and EQ research to ECE is extremely valuable to our understanding of children development and learning. The research will provide educational sciences with lots of new information and data whereas it will also modify and complement the content of nursery school teacher and early childhood educator trainings as well as the innovation of early childhood educational and research facilities.

Neuropedagogy includes two major areas: the effects of neurology on the practice of education and the knowledge teachers have on the nature of learning. The brain of a child is not ready when born; we can say that the brain is our only preterm organ. The prime time for brain development is the first eight years of life, the brain develops at a very fast pace, by the time of

year three the brain network is extensively developed (Wasserman, 2013). Due care and education at early years influence the build-up of the brain network and structure to a great extent. From birth to the eighth year of existence brain behaves like a magic sponge[4] – it absorbs everything. This is the most sensitive phase of the development of the mind, a "window for opportunities"[5], this is the time when we learn the most from our environment. However, this window is not open for a long time, and at the age of 8 it slowly starts to close and the building-up process slowly comes to an end.[6]

There have been paradigmatic changes in the interpretation of the early years of our life path in the recent years (Shore, 1997). Education and development of children are critical questions for the growth of a nation and economy as only happy, well-balanced and skilled children can become basis of a prospering society. What we give or what we lack to give to our children at early years is crucial. If newborns and infants have only limited possibilities to experience themselves and their environment with their parents, the appropriate neural network may not develop properly, thus their ability to address the world properly may get damaged. Addressing the world is the first step in the school of human learning. Trauma, toxic stress may lead to the malfunction of emotional development which will lead to learning dysfunctions and disabilities. Neurologists continually research (Sprenger, 2008) into the development of children's nervous system, while practicing teachers work on the efficient learning strategies to help children explore their possibilities and the greatest per cent of their brain capacity.

5. Conclusion

Recent years' research into the children's brain and emotional development emphasise the significance of childhood's role in the later life of the individual. They suggest that this is a key and determining period (Evangelou, Sylva and Kyriacou, 2009). Following the research trends of brain and emotional development, a scientific dialogue may be launched between teachers and neurologists trying to find the applicability of neurology research data to education. We also facilitate and promote the dialogue between scholars and scientist who foster the importance of early childhood educational theories, childhood neurology and emotional development. Scientists are working hard to form new educational views, innovation based on

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[4] https://faculty.washington.edu/chudler/quotes.html [2017.10.13.]
[5] http://www.unicef.org/dprk/ecd.pdf [2017.10.13.]
[6] http://www.brainy-child.com/dl/brain-dev-report.pdf [2017.10.13.]

this cooperation supporting the formation of this new subbranch of science stemming in neurology and pedagogy.

The human brain is a mysterious organ that offers serious learning challenges to scientists and child educators. At birth, the brain is remarkably unfinished. The period up to eight years is considered to be the peak time for brain development. Brain grows at an amazing speed, by the age of three there will be more than a thousand trillion connections between different neurons. The type of care that the child receives in his/her early life will decide the formation of neuron network. From birth to about the age of eight the brain is a super-sponge. This is the brain's most absorbent stage, where it actively learns from its environment.

"Windows of opportunity" are sensitive periods in children's lives when specific types of learning take place. Information flows easily into the brain through 'windows' that are open for only a short duration. Then the 'windows' close, and much of the fundamental architecture of the brain is completed and probably not going to change very much more.

Scientists are continually learning more about how young children's brains develop. At the same time, teachers are looking for effective strategies to help children use their brains to their fullest capacity. This paper also contributes to this dialogue by summarizing what we already know about the learning process in the brain and suggests how it might form the teaching and learning process in the classroom.

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ATTILA ZSUBRITS[1]

A Study about Children's Connection with Their Kindergarten[2]

The children's development after the family, the educational institutions will be determined. The maturational program and the environmental effects affect the personality development. In the kindergarten, the observations, experiences and emotions are very important for children development. Components of the emotional relations to the kindergarten are significant: /1/ the relation with the kindergarten teacher, /2/ the relation with the children, /3/ the connection with the activities, events, celebrations /4/ and the connection with the physical environment. This study a research result describe about the children's connections with their kindergarten.

1. Introduction

In the course of socialization and personalization, after the family it is the first pedagogic institutions that become substantial in children's life. Experiences connected to the kindergarten are of high significance in the shaping process of the developing personality in the system of the manifesting maturational program and that of the environmental effects. Basically, the kindergarten can fill its part and meet the claimed requirements only if there is such a loving atmosphere surrounding the children wherethrough intimate and personal connections can evolve and needs of early childhood can be filled. In the kindergarten, all the children should feel that it is a proper place for them. They are guarded, cared, their personality and development needs are accepted, they are respected and they are absolutely safe. Above all, it can be the base of the operation of the institutional nursing-educational case maps indispensably needed for the healthy personality development of this period.

In the earliest term of personality development, due to the predictable and safe behaviour of the mother, successful attachment operation can assure proper relationship with the personal and the objective world even further on. After belonging to the family, to home, children show increasing emotional attachment to their kindergarten, too. Events of kindergarten, situations

which can be passed through again and again, actions which can be done repeatedly collectively form the personality beyond the commitments to adults and peers. Getting in touch with persons, events, situations, the inner system and the mental representation of experiencing relationships can result in a continuous successful adaptation. Over time, children get to like the new adults, the peers getting acquainted, the friendly world of the kindergarten, the room of the group which enables them to play freely, the inner spaces, devices and objects, as well as the exciting locations discovered in the backyard where they can stay more and more homelike. The experience of connecting to the elements of the physical environment can be crucial for the whole lifetime. There are emotional bonds increasingly intensifying towards the world of the kindergarten developing, children get to like their kindergarten where they can feel safe and the further need for their personality development can also take place.

Therefore, among the effects playing a role in the organization of the system of connections with kindergartener life we can mention the following factors: /1/ relationships with the kindergarten teacher, with the nursing-educational adult person, /2/ relationships with the peers, /3/ experiences of the repetitive activities in the course of the day (customs, lessons, plays), /4/ participating in the periodic events of the years (the role of celebrations, activities and holidays), /5/ as the effect of the physical environment of the kindergarten, as well. So these are the factors which children have crucial emotions related to.

Besides regularity and repetition of experiences with persons, events, activities as well as with environmental elements, mostly those momenta creating substantial memories can be emphasized which are collectively able to affect children's relationship with their kindergarten.

On the other hand, when speaking about the system of effects of the processes, the significance of the very first encounters with situations, events and persons also should be mentioned. A lot of typically pleasant experiences can result in children's waiting for the events of the next day and thinking about the kindergarten gladly. On the other hand, ambivalent emotions can also appear therefore positive emotions can be complemented by negative emotions which can cause discomfort for a while. Temporarily, children can feel their kindergarten particularly important therefore probably the kindergarten is appeared as the most amazing place of the world not only in the expectations of the employed adults but in that of the children.

It is worth to mention, too, that these verbal statements are formed by the experiences of the current events, the moods of moments and those of simply recallable memories, as well. Moreover, the characteristics of the given mental development, the ageism cogitative specialities, the emotional manner of reaction, the prolifical inner force of imagination and as

well as the reachable linguistic competence level affect the verbal statements of children. Nevertheless, the information properly handled contribute to organizing and analyzing the components of the connection with the kindergarten well.

The outcrop of the experiences connected to the kindergartener life can be helped adequately by several situations of act like drawing. As regard the analysis of drawings, it can be said that contrary to the logically built interpretation of adults, here it is more likely the symbolic intendment which our goal can be reached by. Zsuzsa Gerő emphasizes that in the ages of the kindergarten, the syncretic flow of ideas impregnated with subjective emotions is reflected in their finished works. The details of children's drawings should be interpreted as a concentrate of experiences, in which there are simultaneously the current experience, the previous experience connected to it, "the emotion-invowen festoon of phantasies, and with all of them, the joyful tension of match and creation." (Gerő, 2015, p.116). This way, on the pictures there reflect concentratedly the details of experiences of the actions related to the illustrated event, the memories of several times, and as well as, the fragments of emotions and moods which imaginary cogitation makes further conversions on. So, in the current drawing, certain elements of the pictures and the contents are present there as details interpretable as references to the whole, the total and they image the world of children intensively and concentratedly. Besides all of these, a drawing made by instructions is a situation of task for its creators. The intentions of respondence for the concepts connected to the expectations of the situation of the task also can add to the would-be works which is determined by the level of the given drawing skill, too.

2. Process of empirical research

The research was executed in 2015 and 2016, in the Western part of the country, in the counties of Győr-Moson-Sopron, Komárom-Esztergom, Vas, Veszprém, Zala and Fejér, among pre-school kindergarteners of several towns and villages. The given tasks were always solved individually, in an environment well-known for them.

3. Applied method and aspects of analysis

In this research, beyond the significance of the personal relationships our focus was mostly on the environmental effects: the relationship-forming role of the building, the locations and the

events of the kindergarten since we have already mentioned before the further elements of emotional connections of the early childhood: personal relationships (Zsubrits, 2013, 2014), relationship with the kindergarten teacher (Antal-Zsubrits, 2015) and relationship with games (Zsubrits-Valkó-Horváth-Fehér, 2015). This current trend was shown also in the applied method in the course which we asked the children to characterize the relationship with their kindergarten. The given instruction was the following: *Please, draw your kindergarten, the place you like being the most and the thing you like doing the most there.* This procedure is built on the method of Kinetic School Drawings of Zoltán Vass (2003).

Explorative questions:
- Why do you like attending kindergarten?
- What is the best thing in your kindergarten?
- Who do you like spending time with in the kindergarten?
- What is your favourite activity there?
- Make a list of the things which are important for you in the kindergarten.
- Which is your favourite place in the kindergarten? Why do you like being there? Win general, when do you spend time there?
- Are there places in the kindergarten that you do not like? What is it, where is it and why do not you like it?
- Tell me about a situation when you felt particularly well in the kindergarten.
- Now, tell me a story when you didn't like being in the kindergarten.

Aspects of analyzing:
- Characteristics of the drawn scene
- Appeared persons
- Shown activities
- Content of the connection with the kindergarten: emotions, motives
- Positive and negative features, comparison of them.

So, the data were taken by the contents of the drawings and the answers of the posed questions. Inside the externalized information cycle, we examined personal and environmental factors bearing a part in the relationship with the kindergarten, as well as outcropped events and personal experiences of the kindergarten. The determined categories were systematized based on common features, by frequency of occurrence.

4. Detailed introduction of the results

4.1. Main characteristics of the sample

The random sample data come by 118 children (N=118), the mean of their ages was 5.2 years (Min: 5 years old, Max: 7 years old), the proportion of girls and boys was 84-16%.

4.2. Preferred persons

The frequencies of occurrences are summarized in Diagram 1. Besides the peers, the mother, the nanny, the sibling and the cousin was mentioned as important persons. After all, children depicted themselves in massive proportion, too, exactly 47% of them drew themselves in the environment of the kindergarten.

    Figure 1 shows activities of the kindergarten. For the children, playing games was the most important among the activities. The further major categories are manual activities, motional activities, tale-telling and the basic needs connected to everyday life. The other category consists of rarely occurring activities like watching TV or filling in worksheets.
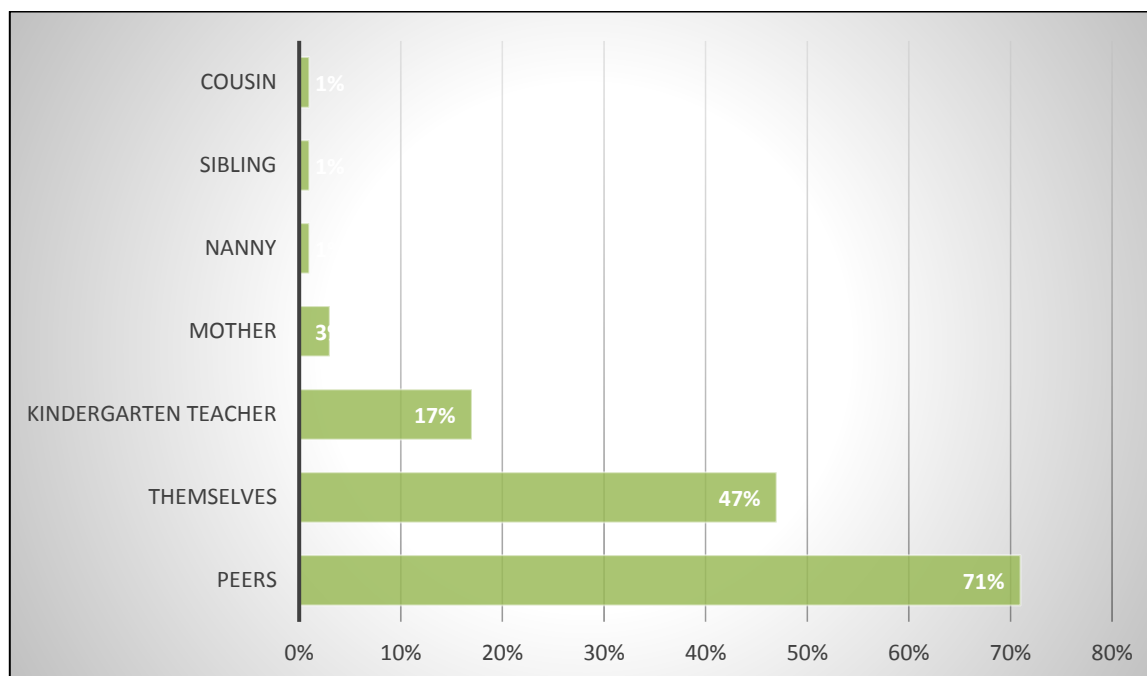
Diagram 1: Frequency of occurrence of the preferred persons.

4.3. Preferred activities

In the years of kindergarten, the central activity is playing games. Corresponding to the age, the interest of children is characterized by motional games, practising games, symbolic games, role plays, simpler rule games, games of building and games of creation. According to this, there are several types of games. The systematization of common categories is shown in Table 2. The Other category here also refers to games rarely occurred.

Activities	Frequency of occurrence
Game activity	75%
Drawing, painting, playing with plasticine	29%
Motional activity	14%
Listening to tales, looking at books	5%
Sleeping, dining	4%
Listening to music, dancing	3%
Other	3%

Table 1: Proportion of occurrences of the preferred activities of the kindergarten.

Game activities	Frequency of occurrence
Game of building and game of construction	44%
Game in the backyard	38%
Role plays	26%
Motional game	18%
Table game, board game	10%
Other	5%

Table 2: Preferred games and their frequencies.

4.4. Preferred events

Besides regular activities and game activities, kindergarteners considered such events important like participating in celebrations, hikings or competitions. The following holidays were mentioned: carnival, Christmas celebration, birthday, procession of harvest. Among hikings, forest walk and zoo excursion were popular. Among competitions, sport activities and speech competitions were the most frequented. Here, the Other category consists of several directed activities like puppet-shows, attending a Bible class or a gymnastics group.

Therefore, the mentioned events are beyond the everyday life of the kindergarten. Table 3 summarizes the important events connected to the children and their proportion of occurrences.

| Preferred events	Frequency of occurrence
Celebration	14%
Hiking	8%
Competition	3%
Walk	3%
Other	3%

Table 3: Occurrence of preferred events.

4.5. Chosen locations

The children participated in the research mentioned the following locations: the whole building of the kindergarten, the locations inside the building (e.g. gym, salt room or toilet), the group room of their own and several parts of it (e.g. play corner, baby kitchen, gallery). Their percentages are shown on Diagram 2 where it can be seen that most children (the 75% of them) represented the group room of their own on the drawings. The 54% of them considered the backyard, the 52% of them considered the building of the kindergarten and the 30% of them considered the further locations of the kindergarten important. Even the playground appeared in the 1% of the children.

Also in the children's records, selecting or refusing a location is tightly connected to the activities which they can do there. In the given interpretation, current and returning experiences can also play a role. Basically, it is the games which can be played alone or together with others and make comfortable feelings that are connected to the popular locations. On the other hand, the children hardly mentioned refused locations. If so, they basically explained that those

locations are related to the other group of the kindergarten or because children of the other sex play there. For example, the baby kitchen and the baby room were listed several times by boys because they thought those were "too girly" places. Children do not like spending time in places where they feel insecure, scared and endangered. There was a little child, as well, who refused tidying up.
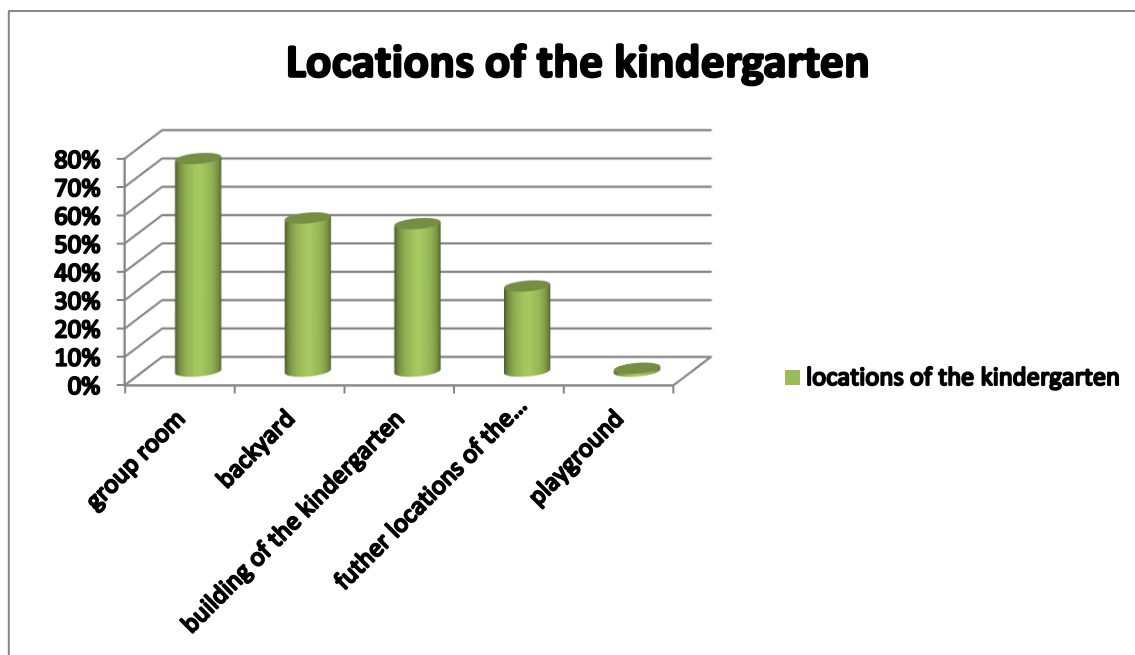
Diagram 2: Occurrence of the preferred locations of the kindergarten.

4.6. Experiences related to kindergarten

88% of the asked children mentioned a cozy experience connected to their kindergarten and 56% mentioned an unpleasant one. Some of them said even the fact that everything was fine in the kindergarten, they liked being there and actually they didn't have bad experiences. The systematization can be seen in Table 4.

Types of comfortable experiences	Types of uncomfortable experiences
Activities of the kindergarten	Leaving the parents
Events of the kindergarten	Lack of a child peer
Activities outside the kindergarten	Lack of the kindergarten
Experiences with the peers	Conflict
Experiences with the kindergarten teacher	Punishment
Experiences with basic needs	Illness, hurt

Table 4: Categories of the experiences connected to the kindergarten.

5. Summary

When defining attachment, on the one hand, we can refer to the strength of interpersonal relationships which can have various intensities. On the other hand, it also relates to the clinging feeling based on the earliest experiences of connections which is complemented by the further compendiary factors of relationships of interconnections. Also in Bowlby's theory (1982), attaching to persons means the intent of finding the situation inheritably determined, safe and essentially needed from the aspect of survival, the necessity of maintaining emotional safety, as well as prohibiting the abolishment of the existing relationship of attachment. In this sense, physical and emotional clinging to the mother can assure the baby that he is safe and later, through the gained ability of attachment, he can be as successful in adapting to the world as it is possible.

Besides relationships with persons, a child can make gradually tight connections with the elements and events of the surrounding world. Locations become important always together with physical things present there. Besides the location-related tie, the need for possessing an object, the appearance of the sense of control can be found in an object-related tie, too. In object-related tie, invisible and visible details of our personality and life story are shown. The objects are coloured by our emotions, they are intimizated so that they become significant parts of our identity (Dúll, 2009).

The personal world, the physical environment of the kindergarten and the events and activities of the agenda contribute to children's feel safe collectively. On the other hand, the emotionally involved attachments of children affect a wider scope, too. Besides relationships with adults, situations experienced together with peers also play an important role. Physical environment, objective world, as well as returning events and activities of agenda make a possibility of having several experiences. Locations of the kindergarten woven by emotions, regular activities of the children, listening to tales, singing and playing games are together involved in situations considered safe. On the other hand, in emotion-based connections, beyond experiencing safeness, the further needs of personality development as well as further compendiary factors manifesting in the given situations can appear. So, for example, the evolution of the relationship with peers is influenced by the desire of imitation, the intent to assimilate or differ, the endeavour to race or cooperate and as well as the instantaneous enforcement of interest.

Evolution of inner psychic organization of connections with persons, environmental factors and several actions, events is ensured by experiencing situations of isolable categories which make a possibility of adapting and developing for the children. The subjective experiences of connections are essential components of several relationships.

A former result of a research emphasized the following roles among the factors of the school attachment: /1/ importance of connection with persons, /2/ experiences of actions of subjects and /3/ significance of the connection with school (Szabó-Virányi, 2011).

In the present study, the factors of children's connections with their kindergarten were shown based on the results of a cross-sectional examination. Emotional effects can be found in the connections with persons and further external events. In the course of the research, studiedthe phenomena by pre-school children's aspect of connection and we accomplished systematization of explicit information. Considering the possibility of the applied examination method, the following major conclusions can be stated by the disclosed data.

In the world of the subjective experiences of children, it was the actions related to the peers and the kindergartener teacher that played a significant role in their thoughts. Among the events, typically games, manual activities, motional activities, listening to tale, demands for basic needs, as well as activities connected to singing and playing a musical instruments were presented. The types of the mentioned games match to the demand of children's ages: motional games, practising games, role plays, directed rule games, games of building and constructing and as well as games of creation. Among experiences of the kindergarten, returning events, activities, celebrations were significant for children, too. In their records, they mentioned majorly the holidays, the hikings and the several lessons. They willingly talked about activities outside the kindergarten, as well. Besides the whole building of the kindergarten, they mentioned mostly the group room of their own and the backyard. Inside the group room, there are distinct preferred locations in the case of girls and boys. The positive experiences connected to the kindergarten can be classified into the following major categories: activities of the kindergarten, celebrations of the kindergarten, activities outside the kindergarten, experiences related to peers, events related to meeting the basic needs. On the other hand, among inconvenient experiences, lack of parents, lack of peers, lack of kindergarten, conflicts, punishments and painful memories can be found. For example, a child told the following: he misbehaved "in the long-break because he missed the kindergarten that time".

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