

# HERJ

Vol 8 (2018)  
No 2

HUNGARIAN EDUCATIONAL RESEARCH JOURNAL

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# *HERJ Hungarian Educational Research Journal*

## ***Physical Education and Sport in Secondary and Higher Education***

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**Published by**

Debrecen University Press (DUPress), a Department of the University Library (General Director: Gyongyi Karacsony)

<http://www.dupress.hu/>

Web Editor: *Csaba Dudas*

ISSN 2064-2199

DOI 10.14413



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*Book Review*



**Gabriella Pusztai & Tímea Cegledi (2015). Professional Socialisation in Higher Education-Challenges of Teacher Training in the Carpathian Basin. Oradea – Budapest: Partium kiado – Uj Mandatum Kiado.**

Hungarian Educational Research Journal  
2018, Vol. 8(2) 136–140  
© The Author(s) 2018  
<http://herj.lib.unideb.hu>  
Debrecen University Press



DOI:10.14413/HERJ/8/2/13

*Reviewed by Katalin Pallay<sup>41</sup>*

Teacher training plays an important role in higher education, but the prestige of teaching profession has dramatically dropped during the latest decades. The question is that what the reasons are for the fact that students from the richer family background and with better grades do not choose education-related courses.

The book was published by Teacher Education Students Survey in Central and Eastern Europe (TESCEE) and SZAKTARNET project coordinated by CHERD Hungary in 2015. The volume shows and summarises the results of a comprehensive research. It describes the social position of teachers-to-be both in the North Great Plain Region of Hungary and in the cross-border area of Debrecen University. They attempted to answer the following questions: What was the society of students in the region in 2015? Who are the potential teachers?

The publication includes three major parts. The basic concept- described comprehensively by Gabriella Pusztai and Tímea Cegledi in the introduction of the book- is the situation of the students and the prestige of teacher training in Eastern and Central Europe.

The first chapter presents the challenges of teacher training in the Carpathian basin. It provides an insight into the teacher training in the ex-Hungarian, annexed territories under the control of another state in the framework of this chapter. The authors, Iren Gabrity Molnar and Zoltan Takacs focus on the implementation of mother-language teacher training in the Serbian-Hungarian border region and draw the attention to the specific role of the Hungarian minority education in their study, Higher Education and Teacher Training in Hungarian in Vojvodina. Gabriella Stark gave the following title to her study: Minority Learning Paths in the Teacher Training in Hungarian in Romania. The author shows the system of the cross-border teacher training in the framework of the

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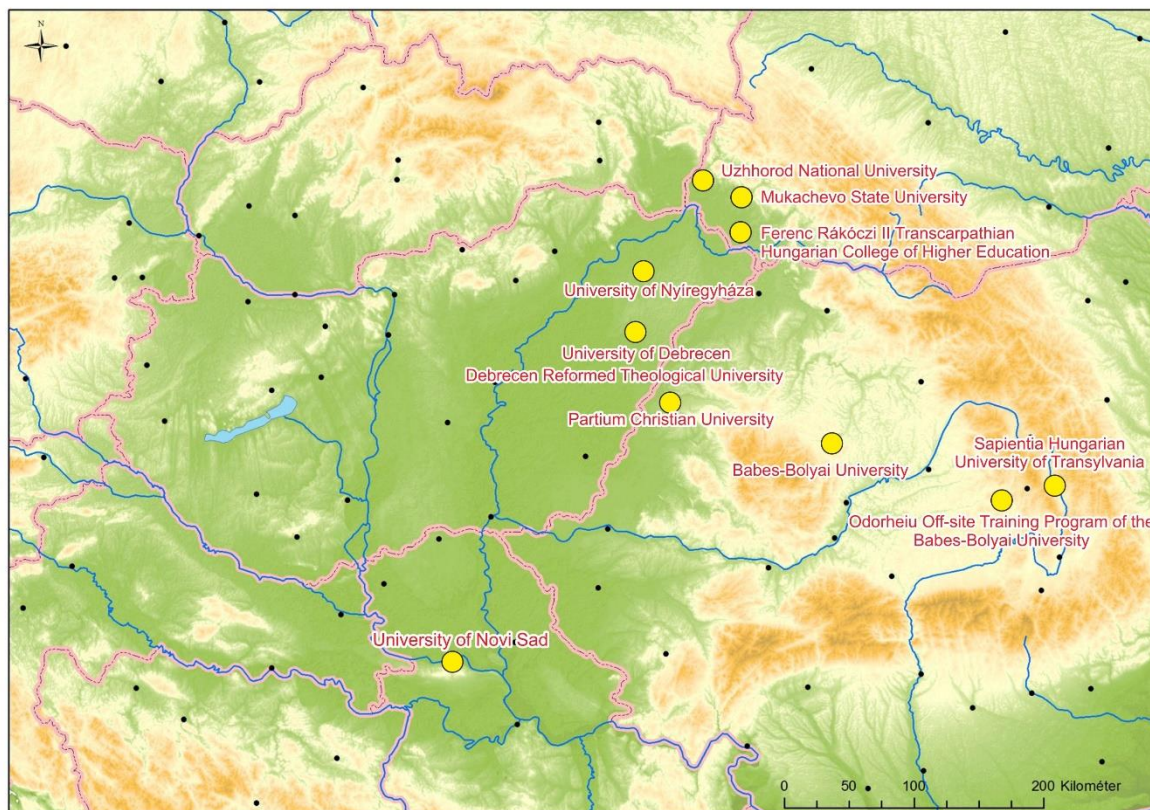
Hungarian teacher training in Romania. Rita Pletl examines the relationship between the mother tongue and the national language by means of questionnaires in her study (*The Relationship between the Mother Language the Classroom Language and the National Language in Hungarian Vocational Training in Romania*). The author does not focus only on the teacher training: her target groups are students, school-leavers from secondary schools, and teachers working in vocational education in Hungary. As a result of the research, it can be stated that the Hungarian educational participants in Romania highlight the importance of mother-tongue education; however, they consider that learning Romanian terminology is also necessary. The study of Ildiko Orosz, *Transcarpathian Teacher Training in Hungarian*, describes the opportunities of Transcarpathian Hungarians for further education, limited to the Transcarpathian teacher training in Hungarian. The author examines the effect of Bologna Process on the Transcarpathian higher education in Hungary and the opportunities of the Hungarian Minorities. The main problem is the introduction of uniform entry system, which tends to make the higher education Ukrainian-like. Katinka Bacskai, Tunde Morvai and Julia Csano gave the following title to their study: *Development and Competition, Teacher Training in Hungarian in Slovakia*. The authors describe the legal framework of teacher training in Slovakia and the changes after the signing of the Bologna Declaration. The study presents currently operating higher education institutions in Hungary. At the end of the study, we are given a brief summary of the opportunities of the graduate students in the labour market. The study of Zsuzsanna Markus differs from the studies mentioned above because her research is not limited to a cross-border region. The study based on the results of a questionnaire which takes a comprehensive view of the situation of teachers-to-be in the majority and minority higher education in the Carpathian basin. The author examines the social backgrounds, the career choice motivations and future pedagogical goals of the students from the Hungarian and cross-border catchment area of Debrecen University. Imre Fenyo's study, *The First Workshop of Teacher Training at Debrecen University; Teacher Trainees in the Practice Schools 1930-1949* is a historical study, that describes the practical experiences of teacher training from 1914 to 1949. The work takes an insight into the duties and responsibilities of students in the changing legal framework and draws the readers' attention to the importance of the vocational school that is essential in teacher training. The study of Judit Osvath, *The life of Hungarian Catholic teacher trainees at the Majlath-group in Cluj-Napoca between the two World Wars*, intended to present the life of Hungarian students based on archival sources.

The editors of the first chapter give a detailed and comprehensive overview of the situation of higher education in Hungarian in the Carpathian Basin. With this help, we can compare the higher education system of the Hungarian minorities in different countries. As a result of studies, we can state that higher education in Hungarian of every annexed territory and the Hungarian minorities are facing similar difficulties apart from their geographical location.

The second chapter attempts to answer the following question: Who will be the teachers of the next generation? It is based on an investigation carried out by Teacher Education Students Survey in Central and Eastern Europe (TESCEE), SZAKTARNET project and CHERD Hungary. This part summarises the results of the empirical research. The chapter is unique in its topic concerning its data abundance: the questionnaire-based survey was carried out with 1792 students in five countries. The competent analysis of the results has scientific importance. The excellent authors present significant issues of teacher training in the North Great Plain Region of Hungary, in Partium, Szekely land, middle Transylvania of Romania, in Transcarpathia of Ukraine and in Vojvodina of Serbia and Upper Hungary of Slovakia.

It also reveals the professional orientation of Majority and Minority students based on a questionnaire carried out in two phases by students of University of Debrecen, University of Nyiregyháza, Debrecen Reformed Theological University, Faculty of Psychology and Educational Sciences of Babes-Bolyai University, and the Extension of Babes-Bolyai University in Odorheiu Secuiesc (Szekelyudvarhely), Partium Christian University, University of Oradea, Ferenc Rakoczi II Transcarpathian Hungarian Institute, University of Ungvar, University of Munkacs, Sapientia Hungarian University of Transylvania, University of Novi Sad.

Figure 1: The institutions involved in the investigation (TESCEE)



Source: The authors' own draft

The authors provide detailed statistical results and show them in a well-designed framework with the means of readable graphs; charts and maps of the SPSS statistical



analysis programme. Timea Cegledi deals with the relationship between higher education and social inequality. She compared high-performing students with the disadvantaged family background to students having similar performance with a favourable background i.e. the Winners, to worse performing students with a similar background i.e. the Drifters, and to underperformers with a favourable background i.e. the Neutrals. These results are unique because disadvantage can be compensated with the exploration of disadvantage.

Gabriella Pusztai gives a detailed picture of the differences between religious and non-religious students. It can be stated more religious students choose the teacher profession in the cross-border region of Ukraine, Romania and Hungary according to the questionnaire carried out in Partium. Roland Hegedus deals with catchment areas in the Eastern-Hungarian teacher training. The author draws particular attention to the career-choice of full-time and correspondence students. Judit Kerulo highlights the prestige of teacher profession based on different dimensions. She points out that the social background of teacher trainees is not lower than other students' background. Klara Kovacs deals with the teacher trainees' free-time activities and state of health. She promotes the idea that social and sports activities have a good effect on students, they contribute to their self-actualization and help to find the meaning of their life. Hajnalka Fenyves describes the role and types of teacher trainees' voluntary work in her study. Hypotheses are supported by empirical research results based on cross-tabulation, logistics regressions and cluster analyses. Agnes Engler shows the relationship between private life and career by means of literary background and questionnaires. The hypothesis was proved according to which the students who are living in stable relationship and raising their children are the most successful in career-building. Reka Agnes Dusa shows the international educational mobility plans of teacher trainees by summarising the results of her research. It can be concluded that more teacher trainees take part in foreign student programmes than other students, but the author calls the readers' attention to the fact that most of the teacher trainees are students of languages, they can acquire skills necessary to speak foreign languages by mobility. The authors of the chapter give a detailed picture from different points of view about teacher education of the examined countries and the motivations, career-choice, habits, religious attitudes and mobility of the students. The reader can have an insight into the recent issues of teacher training in different countries.

The third chapter of publication, *Preparing for the Profession* provides an overview of main aspects of the professional development, the effective methods of teacher training, effects of orientations of students and the concepts of their profession. Mihaly Fonai describes the profession of law students and teacher trainees with the help of different arguments. The study of Veronika Bocsi, Laura Morvai and Anita Csokai examines the values of teacher trainees' child-pedagogy. The authors describe the theoretical background of the values of child-pedagogy excitingly. The fact they describe the teacher trainees' preference system by means of student survey increases the level of the study. Balazs Jozsef Fejes, Norbert Szucs and Valeria Kelemen reveal the compensation

possibilities of students with disadvantaged background by means of the mentor programme. Ibolya Markoczi Revak and Edina Malmos tended to reveal learning and educational-methodological deficiencies deriving from the knowledge structures of biology majors by using phenomenography. Tunde Barabasi shows the learning attitudes and teaching perspectives of teachers-to-be by means student questionnaires. Maria Csernoch examines the changes of the subjects due to the digital world, curriculum requirements, IT teaching based on new programme and digital competence development and their effects on students and teachers. Zoltan Nagy examines the mother-language attitudes in higher education and tries to answer what is the role of dialects in teacher training or if it is permission for teachers to use in the classroom. The survey was done with other students and taking gender differences into consideration they compared the results with the opinion of teacher trainees' dialects used in the classroom. Tamas Vincze tries to attempt to show the technical language use of teachers-to-be with the help of terminology used in the end-term test as portfolios by PhD students.

The presented volume is a unique study, that largely contributes to know the commitment of teacher trainees in North-Eastern Hungary and in its catchment cross-border region and last but not least to the presentation of teachers-to-be society in our region. The results of the detailed survey contribute to the further research. One of the additional merits of this publication that this study was published in English: *Professional Calling in Higher Education: Challenges of Teacher Education in the Carpathian Basin*. The volume consists of readable, useful and up-to-date studies which are worth reading by every present teachers and teachers-to-be, students and experts of human subjects.