

ABSTRACTS

KATONA, ANDRÁS: High tide and low tide – Changes in representations of Trianon in the Hungarian textbooks during the Horthy and the socialist period

The Treaty of Trianon was signed in the Grand Trianon Palace in Versailles 100 years ago which formally ended World War I. Trianon abolished the millennial historical Hungary, its former territory was reduced to barely a third. In the areas that were allocated to neighbour in go untries lived more than 3 and half million Hungarians who the re fore were forced to live under the rule of successor states. At the same time, Hungary regained its full independence after the Turkish occupation and Habsburg rule. It became a nation-state with 90% of its Hungarian population, as the vast majority of the nationalities who had previously lived in Kingdom of Hungary moved to the newly formed state with the annexed territories.

The big question was whether he truncated Hungary proved to be viable. How can the leadership and the nation

process this new situation, the descent from the status of a great power in to a small state, the loss of a significant portion of industry, forests, mines, rail network, thriving cities, major universities, schools, not to mention the heavy reparations? How did our textbooks write about this tragic event during The Horthy Era (1920–1944) and Communist period (1949-1989) In order to answer this question we interrogated and analysed the history textbooks of the two very different political eras. The fundamental difference between the two eras is articulated in the title of this article. The abundant and often overemphasized presentation of the Trianon theme in the textbooks during the counter-revolutionary period was followed by the low tide and largely silences of the socialist era.

Keywords: *comparative pedagogy, subject history, historiography, textbook analysis*



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SZETTELE, KATINKA: Creative Pedagogy – An educational concept for enhancing creativity

A common topic in international research is the development of creativity, which is also emphasized in Hungarian education policy. On the other hand, there is less talk about the nature of creativity and its practical implementation in educational context. Therefore, the aim of the present study is to describe different educational concepts focused on enhancing creativity among school students based on the literature. As a result, I could introduce the concept of creative pedagogy into the Hungarian professional discourse in the following way: creative pedagogy means the teaching-learning process that fosters the unfolding of the creative potential of personality, but at the same time it supports knowledge acquisition effectively. In the further parts of the study, I examine the conceptual background for the development of creativity, the content of education policy, the teacher views which influence the creative skills development, as well as the creative learning environment

including the concepts of creative school, classroom and climate. In addition, I will introduce research on inclusive education related to the topic, which indicates that promoting creativity is important not only for talent development but also for in compensation for disadvantages, reducing learning difficulties and education children with disabilities and special needs. Finally, I describe the possibilities of applying creative pedagogical methods and tools, which is essential for fostering content-based creativity. Creative teaching and learning activities related to a given subject or field indicate the need for creative subject-specific pedagogies and the development of that, which is a task of the future. In foreign language teaching, however, there are several good examples, to which international research and methodological recommendations are linked. I conclude the study with a description of these.

Keywords: *creative pedagogy, teaching creatively, classroom creativity, creative learning*

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