

ABSTRACTS

ELEKES, GYÖRGYI: The wheel of history. The importance of orality in the life of marginalized Roma communities

The aim of the study is to present the characteristics of the oral society in the life of the Hungarian Roma communities living on the periphery. The basis of the writing is based on a multi-year fieldwork, which presents the interactions, communication and reporting processes of the Roma communities. The analysis points to how these communities are characterized by features of the oral society. In this, we are helped by international and domestic cultural anthropological research, which confirms the importance of orality in the everyday lives of Roma communities around the world. The analysis draws attention to speech as a communication technique that fundamentally determines the social

contact, mindset, and relationship of the segregated Roma communities to the outside world. Orality also determines the relationship to school, learning, and educational attainment. Thus, orality may also be the cause of the significant differences in educational attainment rates between the majority and Roma society. For those living in the oral world, one of the promising ideas leading to school success is to be found in culture-identical pedagogy, which does not focus on methodology but on relationships. The writing argues that the successful school integration of the Hungarian Roma community would require constructive, culturally identical, and cooperative approaches.

Keywords: *romology, orality, linguistic socialization, communication, pedagogical methods*



BORBÉLY-PECZE, TIBOR BORS – FAZAKAS, IDA – KENDERFI, MIKLÓS – TAJTINÉ LESÓ, GYÖRGYI: From career information to community career construction – Reviewing Kettunen’s social media-based career guidance model in practice in Hungary

The digitalisation of learning is breaking down the walls of traditional schools. We are witnessing a similar revolution in the field of school career guidance and adult career counselling. Previous models, based on the role of the expert career counsellor, are being replaced by online/digital counselling activities based on cooperative and collaborative techniques. Finnish authors (*Kettunen, Vuorinen and Sampson, 2015; Kettunen, 2017a*) have directly suggested that the former supply-driven conceptions of career guidance should be replaced by demand-driven formulations.

In this article, we present the challenges that digitalisation poses to career guidance and counselling services, school programmes and professionals, and the current Hungarian solutions that lag behind developed practices. We then present some elements of Kettunen’s model and highlight a few promising national career guidance/education practices that will first open up the possibility of Web 2.0 and hopefully soon Web 3.0 for Hungarian practitioners of this profession.

Keywords: *models, digital career guidance, community construction, Web 2.0 and Web 3.0*





