

## ABSTRACT

Recent international research on public education have highlighted the problem that Hungarian public education performs even worse than itself in the past previous years (PISA, 2016; OECD TALIS, 2011; Csapó, 2016)

Based on the findings of international studies, the influence of teaching performance is most pronounced among the factors influencing the educational system (Sági, 2011). Because of its important role, Hungary's teacher training deserves the special attention of educational research.

The subject of my research is the theoretical and practical training of the Teacher Training Faculty of John Von Neumann University. To get to know these part of the training, I took the perspective of graduate teachers (N=103). The theoretical basis of my research was, on the one hand educational research studying inland and international teacher training, and on the other hand, the centrally regulated documents of the training and curriculum of the faculty.

Based on the results of my questionnaire research according to the respondents, practical education is one of the greatest strength of the training. The practice effectively builds on the professional basic courses and the pedagogical courses of the curriculum.

Besides, marked grade school teachers preparation on pedagogical planning processes and documentation as an area to be improved. Due to the lack of practical knowledge and routine, it would be worthwhile granting possibility of practice for pre-service teachers, where they can meet more real pedagogical problem situations, so that they can prepare on handling them in their professional future.

**Keywords:** teacher training, grade school teachers, practice and theory, pedagogical thought-research, curriculum of teacher training faculty

## ÖSSZEFOGLALÓ

Az közelmúlt nemzetközi szintű közoktatást érintő mérései (PISA, 2016; OECD TALIS, 2011) rávilágítottak arra, hogy Magyarország oktatási rendszere az elmúlt években önmagához képest is gyengébben teljesít (Csapó, 2016). Ezen nemzetközi vizsgálatok tanulságai alapján az oktatási rendszer által is befolyásolható tényezők közül leghangúlyosabb a tanári munka befolyásának mértéke. S mivel ennek a tényezőnek ilyen hangsúlyos szerepe van oktatási rendszerünk minőségének meghatározásában, így méltón kiemelt figyelemre ad okot hazánk pedagógusképzésének vizsgálatára is.

Kutatásom témája a kecskeméti Neumann János Egyetem Pedagógusképző Karán a tanítóképzés elméleti és gyakorlati szintű tevékenységét célozta, amelynek megismeréséhez az ott végzett tanítók szemszögét vettem alapul (N=103). Vizsgálatom elméleti alapjául a hazai és nemzetközi pedagógusképzést célzó vizsgálatok, valamint a tanítóképzést központilag szabályozó dokumentumok és a Pallasz Athéné Egyetem tanítóképzésének mintatanterve szolgált.

Kérdőíves kutatásom eredményei alapján elmondható, hogy az egyetem képzési erőssége a megkérdezett tanítók szerint határozottan annak gyakorlati képzése, amely hatékonyan építkezik a tanmenet szakmai alapozó, valamint tantárgypedagógiai kurzusaira. A képzésben végzett tanítók által hiányossággként értelmezhető azonban a pedagógiai tervezési folyamatokra, a pedagógiai dokumentációra való felkészítés, valamint a gyakorlati tudás és a rutin hiányából adódóan érdemes volna olyan gyakorlati közeget biztosítani a hallgatók számára, ahol több valós pedagógiai szituációval találhatják szemben magukat, így felkészülhessenek ezek későbbi kezelésére.

**Kulcsszavak:** tanítóképzés, tanító, elmélet és gyakorlat, tanítóképzés tanterve

## APSTRAKT

Nedavna završena međunarodna merenja u obrzavnom sektoru (PISA, 2016; OECD TALIS, 2011) skrenule su pažnju na to da je obrazovni sistem Mađarske u poslednjem periodu lošije rezultirala, što se tiče postignuća, u značajnim odstupanjima u odnosu na prethodne rezultate (Csapó, 2016).

Na osnovu ovih konsekvencija koje proističu iz internacionalnih testiranja jasno se iscertava faktor rada pedagoga koji ima najveći uticaj. Ovaj faktor neposredno skreće pažnju na istraživanja i analizu u obuci nastavnika u Mađarskoj.

Cilj istraživanja je analiza teorijskog i praktičnog rada Univerziteta Neuman Janoša Pedagoškog fakulteta u Kečkemetu, za čije studiranje sam koristila iskustva pedagoga koji su tamo diplomirali (N=103).

Za teorijsku osnovu istraživanja služila sam se rezultatima na nivou mađarskih i međunarodnih istraživanja i javnim dokumentima koji su služili kao nastavni plan obuka pedagoga Univerziteta Palas Atene.

Na osnovu istraživanja koje sam izvršila u formi upitnika, možemo zaključiti da prema odgovorima upitanih pedagoga kvalitet univerzitetskog obrazovanja ogledava se u praktičnom treningu koji se efikasno zasniva na nastavnom planu i kursovima metodike.

Na osnovu odgovora učitelja nedostatak se ogledava u procesima pedagoških planiranja, u pripremama za pedagoške administracije, a sa aspekta praktičnog znanja i rutina moglo bi se stvoriti više prostora gde bi se studenti sreli sa realnim situacijama koje bi ih pripremile za rešavanje kasnijih problema tokom pedagoške profesije.



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## SCHOOL TEACHERS' VIEWS ON THEIR TEACHER TRAINING

*Tanítók a tanítóképzésről*

*Nastavnici na obuci nastavnika*

### Introduction

In the past few decades, teacher training in Hungary went through some serious changes. As a result of these changes, most of the teacher training institutions have introduced specific developments which primarily affects the structure of the training. The aim of this research is to point out the changes of the training and the reflections of teachers on the effects of these changes on themselves in one of the Hungarian teacher training institutes. With the reflections of the graduated teachers working in their profession, we could also draw conclusions about the (considered) effectiveness of the training.

In my study, I focused on the Teacher Training Faculty of John Von Neumann University<sup>1</sup> in Kecskemét, Hungary. Through my own constructed questionnaire I have reached 103 of the graduate grade school teachers of the institute. The teachers from my sample have graduated from the year 1985 to 2016.

In the literature review of my study, I am going to discuss those changes, on which the inland educational institutes with some various reforms reacted. Then I am going to show some of the most specific difficulties of public education, parallel with teacher training. In the next part of my paper, I am going to introduce the Teacher Training Faculty of John Von Neumann University in a few sentences with the help of the regulatory documents in a higher management level as well as of the university. According to these sources, I have set up 8 hypotheses. These are the following:

<sup>1</sup> At the time of my research, the name of the institute was Kecskemét College, but because of the change of name, in my study I am going to use the new one.

H1: For the graduate grade school teachers the pedagogical courses provided a strong basis to the methodological aspect of their educational performance.

H2: The content of the matching theoretical and pedagogical course pairs are adapting in harmony with the training.

H3: Among the subjects underlying educational activity, the graduate students would rather prefer practical courses against theoretical courses.

H4: Among the factors determining the approach of child rearing, grade school teachers find pedagogical-psychological content courses more important than the others.

H5: Pre-service teachers know and apply the adequate problem resolution strategies in individual pedagogical problem situations.

H6: Past learning achievement has an effect on the effectiveness of the further establishing professional subjects.

H7: Grade school teachers claim they need more courses for preconditioning for pedagogical planning on their training.

H8: In case of difficulty in their practical training, students got help from their instructors at the university firstly.

To compile the questionnaire and to reach a better transparency of the results, I organized these eight hypotheses into six groups. These were education courses, theoretical and practical part of the training, concrete educational activity, competence, pedagogical planning and mentoring.

After showing the results in the order of the question groups, I am going to summarize the most important conclusions of my research.

### **The role of teacher training in the efficiency of public education**

Results of international pedagogical research show the status of Hungarian teacher training compared to other countries (Sági, 2011).

One of the common research aspects of studies, analysing the relationship between theory and practice, is the method of exploring the views and attitudes of teachers, which is mostly performed via structured or half-structured interview or other qualitative research methods (Köcséné, 2002; Hercz, 2005, 2007, 2015; Aksoy; 2015). These international and Hungarian inland studies focus primarily on the senior section school teachers and secondary school teachers, which – as in further on it will be discussed – makes the analysis of the training of grade school teachers separate from teachers in higher education levels really difficult. The main cause of this problem is the fact that the structure and methodology of grade school teacher training and the training of higher education level teachers is quite different, which concerns the practical and theoretical education as well (Hunyadyné, 2010; 63).

International studies from the turn of the millennium have highlighted the effects of teacher training on the beliefs and the pedagogical practice of teachers (Kagan, 1992; Var-

tuli, 1999; Aksoy, 2015; Uibu, Salo, Ugaste, Rasku-Puttonen; 2017). These studies also prove the coherence between teacher training and the efficiency of further pedagogical practice.

The Hungarian public education, compared to other OECD (abbreviation of *Organisation for Economic Cooperation and Development*) countries requires improvement from several aspects. (Ostorics et al; 2016). According to the past few years' international studies, Hungarian public education performs even worse than itself in the past previous years. An effective way of the solution leads through the professional development of teacher training, since the effectiveness of the teachers' performance has a measurable influence on the school success of their students (Csapó, 2016; 3).

OECD TALIS (2011) has also pointed out that the rate of teaching performance's influence is an outstandingly strong factor that influence the educational system. With these pieces of information of the state of Hungarian public education, we should not pass by the fact that teacher training requires further improvements.

Variant provisions can help the further progress of the development of education systems in its different stages. Currently, Hungarian educational system stands in "good" phase. To reach the "high" level, the primary task of the education system would be developing and strengthening the pedagogical career as a profession. Achieving this target is supported by three areas (Sági, 2011; 6):

- a. improving the suitability of career entrants
- b. improving the suitability of teachers in their profession
- c. establishing a school-based decision-making process

At the same time it is worth seeing the other side (with the eye of graduate teachers) of our educational system as well, since it is proved by previous international studies, that the changes of the public education have an impact on teacher training as well. The reasons for these are primarily related to the expansion of secondary education, and they mainly affect changes in the content of training (Nagy, 2004).

### **The main stations and opportunities in the development of the Hungarian grade school teacher training**

*"Higher education faces the same problems as public education does: If not the improvement of pedagogical competences was the goal of education, but rather the expansion of academic knowledge, then how/who could elaborate a competence-based content for the curriculum and requirement-system?" (Chrappán, 2008).*

Chrappán-summarizes the main root of our higher education system's problems. To understand these and some further, related problems of teacher training, we have to take a look at the past of the grade school teacher training.

In the beginning, three levels of teacher training were organized. The first, lowest level was the training of grade school teachers, since preschool teachers' training upgraded to the level of higher education in 1959.. The training of grade school teachers was realized

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on college level. The next level was the training of senior section school teachers and secondary school teachers, which two were part of university education (Nagy, 2009). It was already visible in that time, that grade school teacher training was sharply separated from the university level teacher training in its prestige and content as well.

After World War 2, higher education has been restricted and practice became more emphatic not only in grade school teachers training, but at teacher education universities as well. (Pukánszky and Németh, 2006 In: Bokkon: 2011). For the structure of Hungarian teacher training the parallel model specific, which meant that the development of vocational subjects and human sciences was parallel with education. (Lukács, 2002, cited by Bokkon, 2011).

By beginning the Bologna System, in addition to school practice and special methodology, pedagogical-psychological education and the acquisition of practical knowledge and abilities became more important than ever. In the 21st century, the approach of integration was applied and two-level teacher training was introduced. (Bokkon, 2011). There is a generally typical attribution for the current structure of teacher training in Hungary: the higher school level the training prepares on, the more professional elements its curriculum contains. (Nagy, 2004; pp 73). In this aspect, grade teacher training' system differs sharply from higher education teachers training.

Of course, not only curriculum regulation shows differences, but there is also a tendency in social expectations according to which a grade school teacher needs significantly more methodological preparation in their pedagogical performance than teachers working on higher educational level (Hunyady, 2010; Hunyadyne, 2010).

### **Regulation of the Teacher Training Faculty of John Von Neumann University according to national level regulatory documents and the curriculum of the institute**

There are many documents controlling the training of grade school teachers, but in this study I only present the one that influences grade school teacher training.

The Training and Output Requirements<sup>2</sup> (KKK<sup>2</sup>, 2016) offer reasonably elaborate and complex requirements for grade school teachers which involves their expected competences. This document groups requirements into four. These concern the knowledge, attitudes, abilities, autonomy and responsibility of grade school teachers. Analysing the requirements of KKK I have set up six categories of them. KKK draws up the requirements on these six areas, which are professional knowledge, assessment, health promotion, differentiation, learning environment and social environment.

The curriculum of the Teacher Training Faculty of John Von Neumann University is based on this document with some minor differences. Training takes four academic years. The first unit contains basic knowledge and professional knowledge courses. In the next unit prospective teachers participate in theoretical education and practical courses. Practical courses cover school practice in the practicing school and regional school practice.

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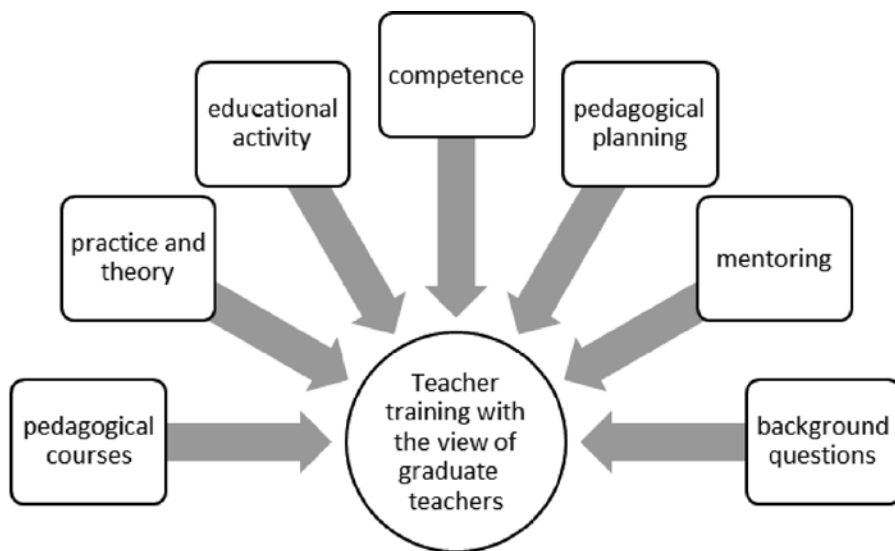
<sup>2</sup> Képzési és Kimeneti Követelmények (abbreviation: KKK)

Pedagogical-psychological courses are included with a great emphasis in the curriculum, which is an important part of professional knowledge, regarding to the requirements of KKK as well.

Focusing only on structure and proportions of the courses in the curriculum, we can see that health promotion is included with less importance compared to the recommendation of KKK. In this comparison, it could be an interesting question as well: why the teaching of pedagogical assessment is introduced only in the seventh semester. These observations by the analysis showed only slight differences from the KKK, but summarizing the observations of the curriculum of the university and KKK, our assumption will still stand its place, that the curriculum of Teacher Training Faculty of John Von Neumann University is based fully on the principles of KKK and meets its requirements correctly.

### Methodology, instruments and the sample of the study

After setting up my hypotheses – which I have already discussed in the introduction of my paper – I compiled a questionnaire in the following main categories of questions:



*graph 1.: Main categories of the questionnaire*

The basis for choosing the method was, on the one hand, the empirical character of my study, and on the other hand the character of my sample. To maximize the number of informants I edited my questionnaire in an online form and contacted the graduate grade

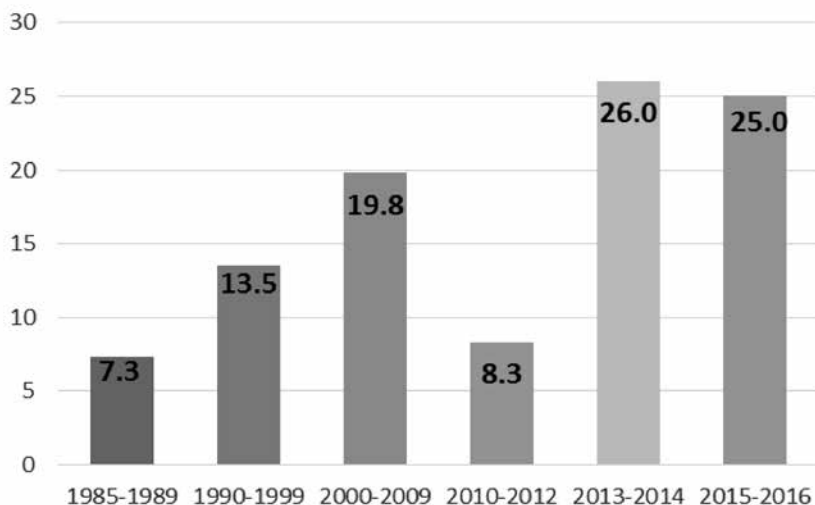
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school teachers from the institute via e-mail. The items of the questionnaire were mainly five-grade Likert scales, attitudinal scales, and it also contained two open questions and an Osgood scale as well. To process the data the SPSS statistical analysis software was applied (Falus and Ollé, 2008).

My most frequently performed statistical calculations include the methods of descriptive statistics (mean, standard deviation, frequency), and correlation analysis (correlation, hierarchical cluster analysis) as well as differential test methods (two-sample T-test). On the 68 items of the questionnaire a reliability test was used, whose result proved the reliability of the instrument, since the value of the calculation lies within the optimal limits (Cronbach  $\alpha=0.78$ ).

Since the target sample of the study was a very small subset of the pedagogical society in Hungary, it was complicated to reach the participants of the target sample. To reach them, first I had to contact the training leaders of the institute to get their e-mail addresses. The response rate was still lower as I expected (N=103). In terms of gender, the distribution among respondents is approximately the same as the proportions of the training. 95 women and 8 men participated in survey.

The year of graduation was also an important viewpoint as data analysis confirms. Graph 1. shows the informants' graduation years.:



2graph 2: Year of graduation

To increase transparency the sample was divided into several sub-samples that are based on the main developmental stages at the college. The teachers graduated between 1985 and 2010 studied in five-year cycles – since there was no essential changing in grade

teachers' training at the college. In subsequent years, there were changes in practical training (2012/2013) and changes in the curriculum (2014/2015), so I considered these periods to be analyzed separately.

## Results

In the next part of my paper, on the basis of the structure of question groups, I would like to elaborate my hypothesis through the structure of my questionnaire (*Table 6*).

Firstly, I am going to present the results of analysing the content of teacher training. One of the most important aspects of teacher training is teaching pedagogical courses, as it directly bases the practical activity of the training. University curriculum implies that the amount of training covers the whole practice. As hypothesis 1 states, the answers from the teachers at the university reveal how well prospective teachers have been prepared for the training needs (H1).

*Table 1: Average judgment of the efficiency of pedagogical courses (N = 103)*

	Mean	Standard Deviation
<b>mother tongue</b>	4.02	1.28
<b>mathematics</b>	3.99	1.28
<b>specialization fields</b>	3.74	1.54
<b>physical education</b>	3.73	1.35
<b>music</b>	3.66	1.33
<b>natural sciences</b>	3.53	1.32
<b>visual education</b>	3.18	1.56

From *Table 7* it can be seen that the evaluation of pedagogical courses is on average moderately effective and effective. The feedback was clearly positive on pedagogical language courses (4.02) and pedagogical math courses (3.99). In their judgment, the sample was relatively consistent, as the degree of scattering was very low for both. It is worth interpreting these results in the light of the fact that the curriculum for these two subjects of pedagogical training devotes two (for the mother language) and three (for mathematics) semesters in contrast to other subjects. It could mean that besides the quality of the training, the amount of its courses could also improve the beliefs of efficiency. The other hypothesis of the question group (H2) presupposes the relationship between the courses providing professional knowledge and the subjects pedagogical courses. To reveal this relationship, Pearson correlation matrix was created in *Table 2*.

*Table 2: Relations between pedagogical and theoretical courses based on Pearson correlation matrix ( $P < 0.05$ ); (on framed values  $p < 0.001$ )*

	v	p	n	ma	mu	mo	s	v	p	n	mo	ma	mu	s
v	-	n.s.	n.s.	n.s.	<b>.473</b>	<b>.438</b>	<b>.415</b>	<b>.659</b>	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
p		-	n.s.	n.s.	<b>.438</b>	n.s.	n.s.	n.s.	<b>.706</b>	n.s.	n.s.	n.s.	n.s.	n.s.
n			-	n.s.	<b>.506</b>	<b>.503</b>	<b>.523</b>	n.s.	n.s.	<b>.780</b>	<b>.447</b>	n.s.	<b>.410</b>	<b>.565</b>
m				-	n.s.	<b>.484</b>	n.s.	n.s.	n.s.	n.s.	n.s.	<b>.694</b>	n.s.	n.s.
mu					-	<b>.457</b>	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.	<b>.707</b>	n.s.
mo						-	<b>.434</b>	n.s.	n.s.	<b>.402</b>	<b>.665</b>	n.s.	n.s.	n.s.
s							-	n.s.	n.s.	<b>.402</b>	n.s.	n.s.	n.s.	<b>.820</b>
v								-	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
p									-	n.s.	n.s.	n.s.	n.s.	n.s.
n										-	<b>.424</b>	<b>.527</b>	<b>.422</b>	<b>.547</b>
mo											-	<b>.469</b>	<b>.406</b>	<b>.436</b>
ma												-	n.s.	<b>.405</b>
mu													-	<b>.473</b>
s														-

Abbreviations: visual (v), physical education (p), natural sciences (n), mathematics (ma), music (mu), mother tongue (mo), specialization fields (s)

*pedagogical courses*

*theoretical courses*

The table shows that more pedagogical and theoretical courses seem to have medium intensity correlation ( $p < 0.05$ ), but strong correlations only show up between the matching pedagogical and theoretical courses ( $p < 0.001$ ). Strong correlations can be detected between the mathematical ( $r = 0.820$ ), natural scientific ( $r = 0.780$ ), musical ( $r = 0.707$ ), and physical educational courses ( $r = 0.706$ ).

Although, these seem to be the most coherently together working course pairs, the hypothesis still stands its place as confirmed, because the three other correlations are significant as well. Still we have to consider the chance, that practical and theoretical part of the training did not separate sharply in the beliefs of the respondents while answering the questions. In that case, it may distort the results.

According to my next hypothesis, I supposed that grade school teachers looking back on their past training, would demand more practical activities than theoretical courses (H3). In my questionnaire I asked teachers about their opinions about the role of their theoretical ( $\bar{x} = 3.09$ ) and practical training ( $\bar{x} = 3.64$ ) in their professional 'career socialisation'. After analysing the mean of the data, I performed a two-sampled T- test on these two variables. The results highlighted on a significant difference between the judgement of the efficiency of these two parts of the training ( $p < 0.05$ ,  $t = 5.279$ ;  $df = 102$ ). The results confirmed the hypothesis that teachers find the practical part of their training more efficient.

Based on the changing needs of the training, we can conclude which factors should have more emphasis in the training, according to the graduate grade school teachers. The judgement of these examined areas are summarized by means in the following table:

*Table 3.: The need for change in some areas of training*

	Mean	Std. Deviation
Assessment of practical courses	2.56	0.859
Proportion of pedagogical-psychological courses	1.80	1.061
Teaching pedagogical assessment methods	1.70	1.110
Reflective methods	1.69	1.103
Educational research and research methods	1.02	1.455

*Table 3.* shows that teachers would like to change the proportion of pedagogical-psychological courses in a smaller extent compared to the proportion of other courses. Satisfaction with the efficiency of this part of the training or the importance of this unit for the respondents can be the cause of these results as well (H4). However, these two interpretations hopefully both mean that graduate grade school teachers successfully apply acquired knowledge of these previously mentioned courses during their practice.

Adequate reactions to individual pedagogical problem situations is a really important part of one's work in the education. As it is, teacher training should give more attention to these situations as well (H5). From those functions of the training, which are focusing pedagogical problem situation contents, I highlighted on one factor in my questionnaire, which was the teaching of conflict resolution in children's groups. The following table shows the judgement of its importance by grade school teachers.

*Table 4.: The importance of preparing for pedagogical problem situations and the amount of experiences in it*

Percentage (%)						Mean	Std. Dev.
5	4	3	2	1			
76.7	16.5	4.9	0	1.9	teaching conflict resolution	4.66	0.748
10.7	12.6	27.2	27.2	22.3	experience in pedagogical problem situations	2.62	1.261

Data of the table shows that on average and with low level of standard deviation ( $S=0.748$ ) teachers think that teaching of conflict resolution methods is a really important part of the training, but still, they think their practical training does not give enough experience to obtain the suitable competences.

Studying the historical overview of teacher training, we could see that the expansion of secondary school education had a strong influence on the teaching content of teacher training. This phenomenon also meant the attenuation of the content, primarily for the basic courses. I based my hypothesis on that phenomenon of the expansion as well (H6). By analysing teachers' satisfaction on their basic courses and connecting these results with their secondary education performance, we can conclude, how efficiently teacher training is capable of keeping the pace with the changes.

I executable linear regression on these factors to analyse, how strongly the judgement of the training's efficiency depends on the shortage of secondary educations. The results show that secondary education performance influence only in 6.67% the further efficiency of higher education. This could also mean that the training of the institute I have chosen for my research can effectively compensate the deficiencies from previous studies of its students.

A really important task of teacher training is preparing students for conscious pedagogical planning and organization. To reach this goal students should not only know the theoretical content of the documents defining pedagogical planning, but they should be able to use them as well. By analysing the curriculum of the institute I have come to the conclusion that it concentrates on this area not as pronounced as on other practical parts, so I assumed that teachers find deficiencies on this part of their training. (H7).

The questionnaire contained questions related to the depth of knowledge of documentation (such as syllabus, timetable, schedules, etc.). Teachers had to evaluate on a five grade Likert-scale, how well they learned the using of planning documents on a five grade Likert-scale. According to the results of these, respondents have rather found the realization

of it less successful in their training ( $\bar{x} = 2.56$ ). After these negative results, I used linear regression to reveal whether this deficiency influences the preparation on the educational work in some of its areas. The correlation of the calculation seemed not to be significant, so the explanatory power of this variable is very low (the highest value of the calculations was only 5.4% ).

Essentially this means that it would be worth establishing the pedagogical planning during the training, according to the answers of the respondents. Although it is an important fact that the competences of planning develop in parallel with the competences of teaching. In this case, teaching the making of planning documents will be more successful by doing it through the practice. Since the base of adaptation is the knowledge of its basic contents (Molnár, 2015).

Mentoring is a really important part of the present pedagogical education, especially since introducing Teacher career model (Falus, 2011). Most teachers can evoke a significant person from their profession, who helped them in the beginning in mostly every professional question. (Whereas, the concept of mentor is a very young expression in educational practice). In my study, I also pan out about the question of mentoring (H8).

In the beginning of their career, teachers receive professional assistance from their elder colleagues ( $\bar{x}=4.16$ ) and their assigned mentors ( $\bar{x}=3.69$ ), according to the results of my calculations. In further research, this question would be worth analysing with a control group as well, to compare the judgement of efficiency of professional support between teachers having assigned mentors in the present system (being part of Teacher career model) and teachers from the previous system.

*Table 5.: Evaluating the supporting persons or factors of career orientation*

	Mean	Std. Deviation
colleagues in the beginning	4.16	0.988
mentor at the workplace	3.69	1.358
practical training at the university	3.64	1.136
teaching assistant or instructor of the university	3.15	1.309
theoretical training at the university	3.09	1.086

As Table 5 indicates, theoretical part, and the instructors (who teach the theoretical part of pedagogy) mean less support in the 'career socialization' of grade school teachers, but mentors, and experiences from practical training have significantly stronger effect on one's professional development.

Mentoring has a tradition during the training of grade school teachers, but its function seems to be more effective later, in the initial phase of teacher career.

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## Conclusion

My study examined the judgement of practical and theoretical part of grade school teachers' training at the Teacher Training Faculty of John Von Neumann University. As basic literature of my research, I have analysed, on one hand, inland and international educational research discussing teacher training and education system as well, and on the other hand, the central regulatory documents of the training and the actual valid curriculum of the Teacher Training Faculty of John Von Neumann University.

Based on my literature review, I have established eight hypotheses which the questionnaire was based on with sixteen questions in six question groups. The sample of my research contained 103 grade school teachers who graduated from John Von Neumann University, who filled in the online questionnaire. To analyse the data, the methods of descriptive statistics (mean, standard deviation, and frequency), correlation analysis (correlation, hierarchical cluster analysis) and differential test methods (two-sample T-test) were applied via SPSS statistical software.

By analysing the results along my hypotheses, some seemed to be confirmed, but two question groups of the educational activity could not be confirmed clearly. The informants did not find pedagogical and psychological courses as important as I previously assumed. Another hypothesis of the question group was clearly disproved by the results of calculations, since the respondents find experience in pedagogical problem resolution obviously not enough in their pedagogical practice.

Hypotheses which emphasize the importance of practice are clearly proved, since the beliefs of the informants highlight an obvious need for having more practice on the field. This part of their training also plays a really important role in grade school teachers' professional career socialization.

Since pedagogical courses base the professional practice, I assumed that pedagogical and theoretical courses of the training are in strong relation. To prove this statement of mine, I used correlation calculation, which affirmed the previously mentioned hypothesis. Besides, it turned out too that courses having the most correlation with other pedagogical courses are the pedagogical courses of mother language and music. As for the number of correlations, outstanding courses among the theoretical subjects are the courses of mother tongue and natural sciences.

This allows us making the consequence that these, just mentioned courses are contently more diverse than others, since they have interdisciplinary relations with more other specialization field courses.

However, teachers found theoretical courses less important than practical ones, analysing the data showed a significant correlation between theoretical courses and practical educational activity during professional practice. Thus, increasing the amount of practice should not mean reducing the amount of theoretical courses in a parallel with it. The key to the solution lies in the possibilities of the mentoring system during the training and the initial period of professional career of grade school teachers. Its importance has also

been proved by analysing the results of my study, since the answers of the informants are significantly harmonizing with the hypothesis focusing on this subject.

All in all, it can be concluded that professional practice was rated to be one of the strongest part of the training, which effectively builds on the professional foundation courses and pedagogical courses of the curriculum. Grade school teachers graduated from the institute indicated courses such as pedagogical planning and documentation as a deficient part of their training.

Because of the shortage of practical knowledge and pedagogical routine, it would be worth providing more opportunity for practicing in real life pedagogical situations. With these developments grade school pre-service teachers could be able to handle the real-life pedagogical problems coming up during education process in the future.

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## Appendix

*Table 6.: The structure of the questionnaire*

<i>Question groups</i>	<i>Hypotheses</i>	<i>Questions</i>
PEDAGOGICAL COURSES	H1: For the graduate grade school teachers, the pedagogical courses made strong ground to the methodological side of their educational work.	Q5,
	H2: The content of the matching theoretical and pedagogical course pairs are moving in harmony with the training.	Q7/2.
PRACTICE AND THEORY	H3: Among the subjects underlying the educational activity, the graduate students would rather prefer practical courses against theoretical courses.	Q2/2 + Q2/3 Q3/2 Q7/2
EDUCATIONAL ACTIVITES	H4: Among the factors determining the approach of child rearing, grade school teachers find pedagogical-psychological content courses more important than the others.	Q7/1 Q6/9
	H5: Grade school pre-service teachers know and apply the adequate problem resolution strategies in individual pedagogical problem situations.	Q6/4 Q3/1
PROFESSIONAL KNOWLEDGE	H6: Past learning achievement has an effect on the effectiveness of the further establishing professional subjects.	Q2/2 + Q14 Q6/8

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PEDAGOGICAL PLANNING	H7: Grade school teachers claim they need more courses for pre-conditioning for pedagogical planning on their training.	Q6/5 Q3/3/4/5/9/10/11
MENTORING	H8: In case of difficulty in their practical training, students got help from their instructors at the university firstly.	Q2, Q3/6, Q4, Q7/6
BACKGROUND QUESTIONS		Q6, Q7, Q8, Q9, Q10, Q11