

EFFORTS FOR THE INNOVATION OF THE TRADITIONAL TEACHING TECHNIQUES

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Four years ago, as a parent I have had the opportunity to have a look into the life of a primary school in a city of the Illinois State (USA) for two years; moreover, into the life of a school of children with different cultures and mother tongues. Ten years later I could get to know the vocational educational system of a high school in Washington DC enabled by the American Teachers Union. However, the American students had much less information on the area of general information - compared to the Hungarian students - but they were not biting their fingernails, they were not worried, they were natural, confident on the air. In our days it is of high importance because one can understand the main point of the education based on competence. Starting from the fact that the development of a personality means the extension of abilities with the acquisition of new information mostly, the role of the teacher is to explain the curriculum. Their task is to pass on the information. Naturally, their starting point can be that the personality of the students can get richer if they are only building on their activities. However, in this case the educator will have to build on the fundamental needs of the students, namely on their curiosity. Let them provide situations for the students in which-on the basis of the intrinziik motive (need satisfaction) - they can discover the world on their own, look for the explanations, understand the contexts they discovered. On the basis of the same curiosity-interests - they should form groups and finish the curriculum with the help of the school library, the computer park they can use anytime and continuously. In this way, the natural concomitant of the lessons is the debate, the argumentation, the continuous feedback concerning the performance of the students, the cooperation. I would like to report about my experience regarding the possibilities of "shuffling" these form of work into the classes and lectures at the higher education for those who are interested and in the hope that they will develop and improve them.

Keywords: competencies; method of explaining by questioning; include the teamwork into the lecture; including the project into the lecture

The concept of the competency-based education got outlined for me twenty-four years ago. My children have been attending a school in the State of Illinois for three and a half years. At first, I found it strange that they did not carry five-kilo books to the school every day. Later, I found the reason for it.

However, there were a lot of nice textbooks available they did not study from one single book. There was a different attitude to the studying. The school library was at the disposal of the students continuously, they also meant the "sainthood" of the lessons in another way. The main point of studying was the independent collection of information even that time. The children received different points of view to the topic of each lessons. During the lessons the students who had the best communication and cognitive performance in the class collected information to them. While the students of lower performance level - who were less experienced in the independent work - were practising the understanding of the previous parts of the curricula with the teacher of the class together, the students of higher performance level compiled the curricula of their own topic in the school library alone that was operating continuously. They had - depending on the topic - half or one hour. Then, they went back into the classroom and performed to the others they could learn about the topic. They were studying from each other, by the indirect control of the teacher. However, the Internet was not available at that time either!

They were studying through considering the rules of development and improvement to the utmost. The teachers used the rules of the coexistence when different students were working to the different subjects alone (Salamon, 1994). The rule of activity was realised when performing the new parts of the curricula because not only the "explanation" of the students who prepared for meant the activity but the audience could also put some questions and argue during the performance (Cole & Cole, 1996). As one can study from the experimental situation for the conservation, the students can study from each other most effectively than from the person with prestige, namely the teacher who stands well above them in respect of the professional knowledge. The questions, the argumentation, the persuasion belonged to the important part of the process of studying.

The "concentration" between the subjects was common, too. What they studied in connection with the one subject they also referred to the information during the studying of the other one as well. Considering our students in Hungary, in respect of the facts of the curricula and the information, they had significantly less information but those they had they could use. The interactions were real and not hierarchical. During the persuasion the identification and the interiorization were typical and not the submission. They emphasized the understanding and the comprehension.

I was meditating a lot about the reason of the teaching on the basis of total different purposes. Of course, I could learn very quickly that the teachers were teaching in the spirit of democracy. There was not only one acceptable truth but the truth could be interpreted in different ways, on the basis of different points of view, setting out from different facts. They depended on the creativity of the students to the utmost that time already. They could do that because they have already had the central, uniformed tests that were measuring the subject knowledge of the students. Even on the basis of different curriculum in the same state, they did not lay the emphasis on the studying of a specific curricula but they urged the students for the use of actions, the understanding of the correlations through an exact curricula.

The specific way of thinking, the different quantity and quality of information urged the teachers in the case of students from different social environment to take the speciality, the individuality into account. They appreciated the intention, effort, too, not only the "final result" but also the real performance were taken into consideration while assessing. However, the fact also contributed that the students and the parents did not receive the

feed back with marks but textual assessment where the students are in comparison to the optimal level (Heacox, 2006).

I was very jealous that the students were not worried, they were not biting their nails, but they dared to put some questions, to argue at any time. Then I decided that I was going to try to "smuggle" a part of this practice into my own practice teaching.

Returning home, I tried to test the possibilities during the afternoon occupations in the resident home. When I was a child we also used the method of studying in pairs that I also remembered. The students who were studying better and easier, understood the correlations faster and helped the others who advanced more slowly and had difficulties with the understanding and the comprehension. As there were children of different age in each group of students, I assigned children of the second class, who have already been reading well, to the children of the first class who were only forming the mechanic level of reading. The self-confidence of the students with negative self-estimation has improved by the fact that they could experience that they know something what the others do not yet. The easier curricula meant a practice in the reading for them as well. The self-confidence that increased this way made the studying of the curricula of the second class easier and faster (Buzás, 1980).

Those who performed from Hungarian better received some help in maths from the others and vice versa. The change could be measured as well. The average school results of the group improved that year by 1.2. There were other results, too. The cooperation made the team spirit stronger (Kagan, 2004). The children were proud of belonging together. They helped each other by making themselves clean, they involved the younger children in the games, and they protected themselves from the attacks of the older and stronger children. They protested against being criticized, they referred to the fact that they were still younger and could not know as much as the older companions. I would not tell the truth, if I said that it was easy to protect the method. My director often blamed me that I made the time shorter that the children could spend with their own studies. My colleagues often warned me that they would not be happy, if they had to deal with their own students after this method. Although, the results proved the truth of my theory, next year I was put to another position, I became post-caretaker; therefore, the process was interrupted.

On different considerations I changed my job in two years. I came to a vocational secondary and trade school where I taught Hungarian for bricklayers, tilers, electricians and other older skilled labour workers who wanted to pass the final examination - on distance-studying course.

I spent my first year with the survey of circumstances. I started to work on the basis of the curriculum and methods that were used by the colleagues. It is true that I introduced some innovations, namely I made a tester of which one element was the examination of text understanding and the vocabulary and I put some literature-theoretical questions in writing. In this school type the requirement was to keep the elementary school level. I had to learn that the purpose could not be the maintenance of the level. They could not substitute the simplest words for synonym expressions; as for the literature, they had problems with the identification of the literary forms, the kinds of literary works. That was the reason why I prepared a list of the fundamental conceptions for the students in October. The one-hundred-per-cent reproduction of them meant the pass mark. We have formed the definitions and explanations relying on the ideas of the students. During this work I realised that the work of the teacher starts by making the students motivated for the work in the school. The public knowledge subject was just a "filling"

subject in a trade school, a necessary evil. I thought that I could enable the joint to the work by having the subject detected by the students. When we were studying Bálint Balassi (Hungarian poet) we used the concepts of bravery, patriotism, interest, and happiness. We defined them for the students and they had to look up these features, concepts in the literary works. They were looking for the poetical, artistic means that differ from the common ones. I used the method of groups at least once a week. I usually formed heterogeneous groups, first of all on the basis of the students' being motivated on different levels, their performance, and their social status in the group (O'Neil, 1994). They had to approach and analyse the same literary work on different points of view. The one point of view was always the question: what kind of human values, phenomena, activities that are important for the human beings are represented by the literary work. Whether they could name current public, political, school events in which these values appeared at that time as well. We also discussed whether these matters were important for them or they were only values that they just declared but they did not live on the basis of them actually. It was an often point of view whether they had any benefit from the studying of Hungarian in their profession. It took a year till the students realised that the text understanding makes the studying of the profession easier, too. I could not have a resounding success, 30 percent of my students could improve their performance by 40 percent before the end of the year, reveals from testing. Nevertheless, I could reach that 70 percent of my students joint the lessons. The time, that I had to spend with disciplining, decreased by 80 percent, and the fundamental conceptions were performed by 97 percent of the students.

Due to the great number of students in the groups I had some difficulties with the students' preparation for the final exam in the first year. I tried to vary the frontal class work, and the explanation with the individual work (Nagy, 2000). I based my work - method - on giving basic information in connection with the literary work. They had to be completed by exact examples that proved whether the basic-statement was right or wrong. The students could also say that personally they did not like the work; they just had to give the grounds for it. Perhaps I do not have to emphasize that the fact itself that they could express their aversions meant a great motivation for them. However, they found that they had to have more facts and information to argue than for the confirmation of the acceptance. Since it had to be proved as well, as a result, 25 percent of the students have studied the method of studying that was based on the understanding and comprehension. We listened to the private opinions together and we assessed them together. Those that were delivered by the students and proved to be right we treated as the part of the curricula. As 15-20 percent of the students who prepared for the final exam were older than 30 the personal experience received played a more important role and were of greater emphasis than in the case of the students of the day school.

Because of the falling-off I could start with the essential work in these classes in the second year. In the classes of 20-25 students we were working with the project method, although, we have not called it this way yet, we only treated it as teamwork. At the beginning of the year, three of four students could undertake a literary work on their own. They had the duty to introduce the rise and explanation of a work of art from the point of view of the bibliography of the author, the historic age, and the origin and of the human rights. This way the students could state different opinions about the same work of art. They could see that they also have a different opinion about a work than the literature critics. Namely, it became an own experience that each work of art reborn whenever a person reads and

explains it. They have not studied it from me but they had their own experience. As a result, the colleague who was specialist and the chairman of the final exam at the same time assessed the performance of my students to 4.3 as against my 3.4. The colleague laid down in the official report that she has not had any case like this yet, i.e., the students not only analysed the obligatory poems to the subject but they proved their thoughts by analysing poems of their own selection and based on their own work.

In the second class of the trade school I used a personal curriculum in the grammar lessons. I tried the method here, namely it did not matter on the basis of which curricula the students could obtain the knowledge. If they understood it they were able to use it in the case of any curricula as well. We worked on the basis of the book of Exupery: *The little prince*. Instead of the frontal class work I used the means of differentiation in 90 percent. We practised reading with those students who had difficulties with the mechanical reading; the students assessed the performance of each other. I also divided the perfect readers into two groups. Those who had a wider vocabulary rewrote each paragraph of certain chapters in different styles; those who read less had only the duty to find synonyms, synonym expressions for repeating words in certain sentences of each chapter. I took the Concise Dictionary of the Hungarian Language and the Dictionary of the Hungarian Synonymous, the Collection of the Hungarian idiomatic and proverbs to the lessons. The students studied the use of them. On another occasion the students were collecting word classes, they defined, explained them on the basis of the exact examples, it means, they had to exercise the thinking operations of the making comparison, the ranging into groups and the naming of relations. They had to declare about the thinking operation itself, too: they had to explain on which considerations they put the words into each group.

The work started very slowly. It took a month till the students understood, if they were ready to think they could also come to the conclusions on their own that they could only learn by reading the text of the textbooks till now. I have not known it yet that I identified the problems that originated from the use of the limited lingual code (Bernstein, 1975) and I established the competence feeling in those students who were able to forget the experience of failure of eight years.

The honoured reader cannot find any reference to the special literature because I discovered it on my own. (But, because I have to comply with the requirements of science, subsequently, I gave some references.) Not as if I was proud of it afterwards. I introduced my own experience just for making clear: any teacher who cares for his/her job, who does not blame the laziness of the students and their not being interested for the lack of success of his/her work, can attain this. The self-criticism, the positive attitude can make the work of the teacher successful. Of course, those who are reading methodological trade papers regularly can or could do their work faster. According to the studies of Ivan Falus and my experience the teachers of this type were in minority so far.

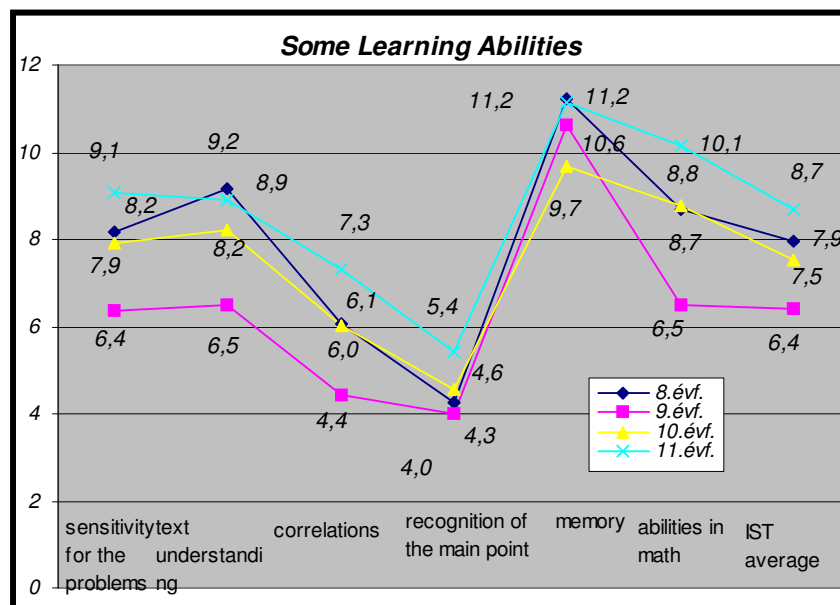
It may seem to be curious and shocking but I have to admit that I did not get acquainted with the concepts like hidden curriculum (Szabó, 1982), lingual code, competence-feeling and motive when I attended the University and received my diploma but, in respect of the profession, I was in a more advantageous position than my class-mates who were "only" studying for teachers. My other field of study was the pedagogy. Theoretically I had much more comprehensive information than my student-mates in the faculty of arts or those of the natural science. It was compulsory for us to read the *Pedagógiai Szemle* (Hungarian trade paper) then. At that time and later as

well, I found these articles too scientific that could be translated into the everyday practice with difficulties. I met the maze of terminologies with unclear meaning, mathematical statistical calculations in the articles that were indigestible for me then. I needed extra time and energy to understand the main point and to translate them into the everyday practice. Those that I could understand have proposed that I have already used in the practice. Of course, it was good to maintain my self-confidence and humour to make experiments.

After the kind of history I started my studies on the psychology faculty. I did not want to change my profession but my experience made me see, if I use something without any results the only reason is that I do not have enough comprehensive psychological knowledge and information. I can only be more successful, if I have more comprehensive theoretical knowledge. I knew it previously as well that there were existing accumulated disadvantageous situations, students who performed under the level and are less motivated. I suspected that there were not standing the naughtiness and the purpose of bullying behind the disorder in the lessons; during my studies, according to my expectations, the correlations "became clear". I have studied the different types of the engagements, their connection with the parental-pedagogical treatment. It became clear that not the quantity of the time that is spent with the children but the quality of the common activity could put them into a disadvantageous or advantageous situation. I have found different principles for the explanation why it is worth having my students worked different ways (Gage & Berliner, 1991). I became acquainted with the psychological thinking actions, I have understood the difference between the concept and the scheme, I have studied the operational and functional differences of different storages of the memory. When I came to the higher education I have already known all of them and the study of the special literature was obligatory as well (Lénárd, 1979).

Innovative ambitions in the higher education - beginning

I had a practice teaching of 20 years and grounded knowledge of psychology when I started my activity in the Department of Psychology of the Juhász Gyula Teachers' Training College. I held the usual obligatory psychology courses for teachers. I could only lead seminars then because as a teaching assistant I could not held lectures. On the basis of the reading of the studies and the books of Ferenc Lénárd and my personal experience I knew it right from the beginning that the principle of activity was valid in the higher education, too. A half of a year was enough to make it certain that the results of my researches in connection with the study are not only valid for the students in the public education. The continuous studying is missing, the students do not devote enough time for the studying, the over-studying is missing, and the students do not look for contexts between the subjects either that are built on each other (Démuth, 2002a). The number of the students increased continuously, the two basic abilities that are necessary to the intelligent, independent work: the ability for the recognition of the contexts and for the emphasizing of the main point left well behind the desirable level by the students who were studying on the teachers' branch as well. The students brought different performances on them that were measured in the elementary and the secondary school (Démuth, 2002b). Here you can find a graphic to illustrate the above mentioned.



I thought that the teachers could not teach to think, if they had difficulties during the exercise of the activity of thinking (Démuth, 1999). As the higher education is not the scene of the development of the abilities but it assumes that it only has to have the still existing abilities of high level operated, it was not easy to find the kind of solution that can provide both functions at the same time. The practice has born this way, namely that I have the students the theoretical material that was delivered on the lectures worked up in the seminars. They could cite - by using their notes - for example the ideas of certain psychological schools about the personality, later they had to look for the similarities, differences among the ideas. They had to support their statements by arguments. Their other job was to explain, define general psychological concepts (memory, imagination, motion, and thinking). They looked for exact examples for these concepts. For example: "Recall from the events of their life when they were very happy and so angry that they were almost busted by the anger! What did they feel what kind of "symptoms" they had? The students recorded the steps of the process of thinking on the basis they have heard: analysis, comparison, naming of relations, generalisation (Redfield & Rousseau, 1981). The concept "required" and "sufficient" could only explain 32 percent of the students, in spite of the fact that in mathematics one can hardly get along without the understanding of these concepts. To clear them I used the differences between the meaning of core meaning and the prototypical. The method was the mixture of the evolving by questioning, the explanation and the argument. From the groups of 30 persons in general 15 percent of the students cooperated actively but the number of the "permanent" speakers ran only to 10 percent.

In the pedagogical psychology I used different methods. The subject is of synthesising character because it applied the psychology. Theoretically all students had theoretical knowledge; therefore 70 percent of the lessons consisted of practice of situations. On the basis of the free choice of subject, the students could take the role of the teacher for 15 minutes; their group mates could appear as students according to the features of the age that was defined by the "teacher". Some from the subjects: "My first lesson with my first class; Master teacher's lesson about the studying; fight in the class;

"Who will be the secretary of the class?" As two hours were available three students could usually appear as a teacher. At the end of the practice the students assessed each other and themselves and they had to tell what theoretical information of which psychological course they used or they should have used during the situation; what they did not take into consideration. Their self-knowledge, their communication abilities, the ability of delivering and receiving the assessing declarations have developed, as they had to improve their critical thinking as well. At the end of the course 73 percent of the students liked this method as against the 43 percent at the beginning.

Problems, difficulties

The students do not necessarily choose the lecturers but rather the time of the courses. There are courses that can be taken only for one single point of time. Therefore, it often happens that the students who liked this way of working are obliged to take up lessons published for other points of time. The first four weeks of each course is spent that the new students "get accustomed" to the new type of working.

Because of the high number of the students and the composition of the students that changes continuously can the teamwork only be formal as there is no possibility to recognise the different abilities of the students (law of coexistence). Although the students can be divided into groups but to form the real teamwork one needs 8 weeks at least. My surveys pointed at gloomy facts. From 30 students maximum 3 students were working in a team during their career until now. Only every third of them were working in teams regularly but they did not know the main point of the teamwork, the cooperation as a concept (Nádasi, 1986). They do not know the sense of the duty-roles of the group.

When the seminary is closed with a colloquium the students are not ready to study the special literature during the year. The activity can only be based onto those facts and theories that are introduced at the beginning of the lesson by the teacher. The students put the conclusions into words with colloquial expressions. They often come to the conclusion that they do not have anything more to look after. However, it is not possible to clear up all details of the complicated system of contexts in 90 minutes.

Because of the theoretical dominance of the education - lectures the initiatives of the "lonely fighters" are rather considered as a curio and not as a general practice. The students often use their self-protecting mechanism. As a result, the development of the self-knowledge is decreasing. They receive the possibility but it does not become the part of their daily practice that is especially recommended in the case of a future teacher, in my opinion.

Development of the forms and contents in the training of adult-teachers (andragog)

I have been teaching adult-teachers in the Institution for Adult Education of our faculty for three years. My duty is to introduce the students the process of the establishment, development, operation and the changing of the personality, the relating theories in the full-time and the correspondence course as well. The purpose is that the students be able to recognise the "social another", to detect their needs so that they can help them in the self-realisation. If the students can meet these requirements they become

acquainted with the most important statements of the social psychology; one can make the effect relatively calculable that they will exercise during their work, if they take these regularities into consideration (Démuth, 1998). The purpose is the acquiring of the knowledge: the development of the ability for the adaptation of the theoretical information in the practice - transfer, according to the laws of the activity. There is going to become ability - competence from the facility, if the suitable activities are operated, carried out by the personalities themselves. The purpose in connection with the full-time and the corresponding students is the same. The question is: whether it is a possibility, an allowance and a must to use the same methods in the case of the students with different practical experience during the education.

Pedagogy counters andragogy?

The above-mentioned question means the basis of great debates among the experts. I personally do not really understand the problem. As there is a special literature, in relation to the psychology, how the personality develops till the end of the puberty and how it changes in the adulthood, on the basis of the above differences one can understand that the use of the same method during this development can have different results. The developments, the training of the teenagers have a theory that is worked out while the special literature in connection with the training of the adults is just being developed. While the pedagogy is the science of the development of children, andragogy means the science of the development of the adults for me. As far as the treatment with the people means, the methods can be the same just the consequence can be different. I can understand the debate only so far that the direct pedagogical control was significant by the training of the children - the young people, these methods were not successful in the case of the adults by all means. The teachers who worked there have noticed this and tried to use "new" (seem to be new) methods. From Socrates to the alternative schools have these methods already been used. It is the question of the attitudes and not of the methods how the education was running. The project-method that is repeatedly mentioned as a new method is a version of the teamwork actually that is considered thoroughly; we can also say that it is the product of the innovative creativity (Knausz, 2001). Some teachers also used the method before people started to call it a project. The "exploratory" learning, the "experience pedagogy" are just the new terms of the old methods. Under the title of the reform ambitions of the pedagogy these methods have already been well known. The reason that they are forgotten went back to the pedagogical attitude. It has been an established fact since the Enlightenment that the child is not a small adult. Although, it resulted in the development of the attitude that the children cannot become acquainted with the world alone, therefore, we ought to give them information about the world around. Why? Because it is faster than to teach them the methods with which they can also learn how to collect information. This theory could hold on until the information explosion, till the second scientific - technical revolution happened. One could get along with the acquired information for thirty, forty years. Today this practice became impossible. People need further and further information continuously, we call the "permanent learning" a life-long learning but a lot of teachers have not made any difference between the lonely and the individual work in the practice yet. We are talking about the differentiating but according to my practical experience it is not built on the main point. The main point would be that we recognise the personality that is developing irregularly in the

respect of the different abilities but it is understandable on the basis of the coexistence and we develop both the strong and the weak sides (Takács, 2005). Even the special literature is talking about the students with poor abilities. Although, who knows where the upper limit of the specific ability-potential of the personality is. We can only say that the student - regarding the specific ability - can perform here and here, under or in compliance with the average at the moment. These levels are defined according to the performance level that can be expected according to the age.

From the above, in my system the andragogy is actually the newborn of the pedagogical sciences that have already been known. As far as the methodology is concerned, it is the same but regarding the result of the application of the methods it is different. That is a matter of course because it is working with other personalities. For the psychology nobody doubts that the psychology of the adulthood differs from the child psychology. The "basic material" is the same; just the adult personalities can control their behaviour in another way. The same is true for the pedagogy and andragogy as well. However, the demand for the existence of the competency-based education proves this point of view (Csapó, 1999). As it is true in the psychosocial theory of Erikson and in the most of the personality (development) theories as well that the experience of the previous phase of life has an influence on the change of the next phase, it is also true that the competences that still exist while one is young make the successful "operation" in the adulthood more likely.

It means: It is the obligation of the experts who are dealing both with the young and the adult people to know the principle of the operation that are characteristic for the other phase of life. The andragogy and the pedagogy are the fields of search of the same science for different phases of life. The andragogy means the practice of still existing competences, the improvement of their application; the pedagogy is the science of the establishment and development of the same abilities.

Development of the forms and contents in the training of the andragogs - full-time students and corresponding students

The BA training of the *full-time students* of the andragogy faculty means the bigger challenge for me. As I have already indicated before, at present we still have to work the students who have already entered the young adulthood as far as their age is concerned but the majority of them is not a mature personality, the most of them are living in the period of the identity-confusion, their identity has not developed yet, there are fighting with the lack of self-knowledge. What is more, their school experience does not contain the practical and theoretical knowledge for studying that is based on the teamwork and the independent collection of information. They know the social character of the "listening listener" that is based on the dominance of the frontal class work and the explanation of the teacher. Only 64 percent of the students presume to know its dominant studying style, 89 percent of them have some problems with taking notes, at the same time only 27 percent of the students have problems with the studying methods (Nagy, 2007). The majority of them believe that they can recognise the correlations and can emphasize the main point. The inconsistency between the two sides does not mean any cognitive dissonance for them; therefore, it cannot come to any change. The teacher can draw the attention to the insufficiencies but the information related cannot come to the part of the metacognition without any "own experience". Therefore, the situations when the student cannot

avoid meeting the problems have - ought to be integrated into the process of the lectures and the acquiring of the practical course mark. I have found the notion and the practice of the *interactive lecture* for them. /I do not ride on someone's coattails! In the American higher education the kind of occupations has already been a tradition, essentially. (The introduction of the method you can find: below)/ The other form is the lecture that is built on the teamwork, while the third one is based on the project work. All of the methods have in common that they need much more time and organizational work than the traditional lectures. Moreover, it is also necessary that the lecturer knows - at least on the minimum level - the different scope of interest of the different students, their different cognitive styles, the different levels of their communication abilities. The lectures that are built on the team and project work of the students can be only built from the fourth week of the term-time as the students have to have some time to found the teams and gather information in the special literature and to cooperate out of the lessons. It is not only about the fact that the students have to study the most important parts of the special literature on their own. The principles of the cooperation within the team have to be also introduced (roles and duties in the team; uniformity; introduction of the correlations; level of the critical thinking). One also has to draw the attention of the students that it is not about the reading of a ppt.-material when they are performing their thoughts. They would rather have to do their best that the duty is to illustrate the lecture notes through examples and on the basis of opposing the different points of view to each other; they would have to "provoke" a discussion. Mediating and moderating - facilitating is their duty. They are developing and improving the competences on which their future will be built. (With this work I also prepared the work of the MA course trainings actually.)

In case of the *corresponding students* I usually use the same methods, however, the difference is big. The majority of the students are adults. Most of them (about 65 percent) are working with colleagues together, they are the middle level managers or they are leading their own enterprise. They have some experience how important it is that they recognise and take into consideration the reactions, emotions of the other people. This is an advantage, sometimes a disadvantage. It can lead to a wrong attribution. It makes the work more difficult by making them susceptible to handle the special literature on a selective way. They are also focusing on the theories during their work that prove these explanations. As there are less contact-lesson than in the case of the regular students' one has to ensure the specific elements of the distance learning, e.g. the continuous contact with the assistance of the Internet. As the corresponding students meet each other only very frequently, too—only during the contact-lessons—this form also has a great importance if the students want to keep contact with each other. The students can experience the importance of the activity that is necessary to the work in the future on the basis of their own experience. Therefore, there is a bigger chance that those students will also use the possibilities provided by the technique that have not done so yet. (Even the students confirm the significance of it, e.g. they report on establishing an own E-mail address, they made possible the use of the Internet at home as well) They inquire about the utility and authenticity of the websites by the teachers. (We can be happy about it, but the regular students who find a page that fits to the subject as far as its content is concerned they refer to it immediately.)

It is clear even now that the information that are available on the homepage of the institution have to be summarised in a uniformed auxiliary material for the students that can be refreshed and developed on the basis of the latest experience continuously. It extends the work of the teachers with further duties.

Development of the forms and contents in the training of the andragogs - advantages and disadvantages

The active participation of the students by the introduction and processing of the curricula can assist the development, establishment, becoming a habit of the useful methods of learning, the cooperation, the development of the communication abilities, especially the ability of disclosing, at least theoretically. In the practice the work of the regular students of that nature is influenced by the experience of "other" courses as well. This type of work that we use on the psychology courses does not equal to the concept of the recent we usually use in the higher education. As they have the kind of experience they are susceptible to forget, to leave the purposes out of consideration that is connected with the form of the activity. I can also say that they make the duty easier in the cases when they have to work in a team. Instead of the introduction of a theme from many sides, from different approaches that are opposed to each other theoretically, each member of the team introduces one point of view. Practically, we can listen to a series of short lectures that are independent from each other. Therefore, the facilitating of the discussion means that the lecturers inquire about the opinion of the audience in connection with the lecture they have heard. The low level of the above mentioned two learning abilities (recognition of the contexts and of the emphasizing of the main points) become obvious in these cases. Therefore, just the main point, the cooperation does not develop during the work. One can also see their lack of conflict and problem solving abilities. It is a general tendency that the students handle the raising of a problem as a job. It is so, however, they become acquainted with the differences between the job and the problem in connection with the divergent way of thinking. Although, it is belonging to this part of the subject, that they form a job into a problem (Bono, 1993). Otherwise, this kind of job is belonging to the controlling at the end of the year too, I continuously mention it, and theoretically the students ought to know about its importance. Unfortunately, I experience the force of the habits against the intention of changing. It means that the possession of the information does not become knowledge; the level of the application has to be improved.

One possible way is that the students have to act so actively during even more courses and lectures. It could be realised already for four courses, although, three from them have already been of a course character from the beginning. Because of the difference of the type of the course the students think that the activity is only included in a specific type of courses. Our institution wants to change this. For the time being we are just changing our experience but the efforts were made that the above-mentioned type of working appear in the lecture of each courses, even if not in this quantity. First of all it is not the question of the knowledge of didactics, it rather depends on the character of the personality of the teacher. (Many times it depends on the fact how many lessons the teacher has, as in case of a high number of lessons the teacher cannot have enough time to prepare for this kind of courses.) If this type of working were general, it would also become

for the students as a matter of course that they have to prepare for each lesson in one form or another.

On the basis of the above mentioned it is obvious that the students could learn from each other practically, under the control of the teacher (Hunyady, 2003). Just this possibility means the biggest difficulty during the process of collecting the information. If the students receive the mark on the basis of the quality and quantity of their activity in the lessons, everybody has to perform once. In case of a class of one hundred students it means that a student can come to a performance in front of the big audience only once. "It follows" - for the students - that they only listen to the performance of their classmates but do not make any notes. As a result, they will only have some knowledge about those subject matters that they have processed on their own. I try to decrease this danger that the students have to submit a written report about three topics (on the basis of points of view that are given beforehand) that contain what they have heard at the end of the course. My other methodical trial is that the audience also has to access what they have heard. The question is when this assessment should happen: directly after the performance or after the listening of all performances. Should they tell their opinion in words or in writing? According, to my experience that the immediate assessment in words, is less effective. Two-three, usually active, curious students tell the most important remarks. The others "wait out" and they do not work and think on their own practically. That is the reason why I am testing a new method. They have to take part in the communication skills training when they are learning the psychology of the adulthood with the above-mentioned methods. During this training we are practising among others the providing and receiving of feedbacks. The students can learn: what is the difference, between the critics and the assessing feedback. The part of them we have practiced I build into the points of view of the assessment. The works of the students become the part of the assessment of the communication training. I use this method for the first time this year; therefore I have only limited feedbacks and experience. The direct purpose is that the students collect experience that the different courses are connected to each other and the knowledge they have obtained on the one they have to and can connect it to the other as well. This is in conformity with the effort of our institution that the students receive comprehensive subject matters to the final exam: not the university exams of each courses be repeated but the looking for and the recognition of the correlations should dominate during the process of learning.

Until now I was talking about the difficulties. We have to mention the advantages as well; otherwise there could not be any sense of the experimenting. The method enables to draw the attention to the students who performed well that is one important element of the support for the gifted students. It is worth to offer the scientific activity in the circle of students who have already drawn the attention to themselves. The selection of the students who are suitable for the MA training is possible, too. I mean that the students who are suitable for the studies on a higher level can receive a feedback, a confirmation that they are suitable for further studies. For the others the experience is also of feedback value and it can assist them by the reorganisation of their career orientation without having to face a failure.

The "working into" the different partial subjects can help the students to choose the *theme of their thesis*, to learn methods of examination to it and collect some experience. They can learn how to *refer to* the statements of the special literature as far as the content is concerned, how to *argue - convince - influence* in connection with a specific subject. They can try in a "sharp situation" that they have already practiced in the communication skills

training in the form of a "structured job". This way they can obtain a *routine*. Practically, it means the sphere of concepts of the "*subject concentration*" (However I regard it as an unlucky expression). The terminologies that we also use on other areas of science with a different content usually have the consequence that the user identifies the note-row with the content of the terminology of the area of science that is used more often. As the concentration associates - relates to the sphere of concepts of the attention, in the everyday language, its psychological explanation became public well known and used but in the pedagogy it has the contrary meaning. It would be more practical to use the expression of the coordination. This terminology suggests that one have to look for and introduce the correlations and connections between the different subjects.

They are obliged to make a difference between the facts and the emotions; they have the possibility to recognise the operation of their self-protecting mechanism while they are assessing the work of each other. It helps the students to develop their realistic self-knowledge, their professional identity-knowledge, to improve their self-criticism. The use of the conditional has of great importance. All of these advantages appear indirectly, not an "outsider who does not know me" "bets the boots" (it is a slang of the students of which meaning is that somebody tells me what I should think about what I have heard). The attitude (the knowledge about myself) will not change if there is not developing any cognitive dissonance in the personality. However, if the students think about themselves that their cognitive and communication abilities are working on a high level but they cannot face them with the practice, their own activities, the self-acceptance remains without any development. If the negative feedback comes from the environment it can be neglected easily by the method of pooh-poohing ("they do not even know me, they give an opinion about me on one appearance") (Jonhson, 1981). While, the students face their lack of exercise on their own, they can owe the failure to the "external reasons", there can be a chance that they can improve themselves. It precondition is of course that they can hear as much as possible: "We cannot know at first try perfectly what we have not practiced." Only the personality who is success - and performance-oriented can do this but in the long run those who are failure-avoiding can also change their aspiration level that can lead to the change of their performance motivation, too.

I feel it necessary to make a little detour in connection with the use of the methods. In my opinion, the difference between the basic purpose of the public and the higher education is that the main purpose in the public education is to establish and to develop the abilities, the number of the lessons and the system of the expectations in the higher education are built on the fact that the students use these abilities - competences - that are working on a high level. At the same time, till the former students get into the system who have already had these competences of which establishment and development (the efforts related ought to be made obligatory) are being on the way already, the use of the methods that are based on the active participation of the students serve the establishment of these abilities. I did not find any examination material that is related, however, it "would worth a mass" to repeat the examination of the team of Ivan Falus in the circle of the teacher in the higher education: what kind of expectations they have, how, why they build up their system of expectations; whether they are concerned at all that the establishment of the competences also would be their job? From my personal experience - not the results of my surveys - the conclusion can be drawn that the majority of the teacher consider it as a job below their dignity and in case their might come to the idea they finish that they have no

time. (Do remember this is the method of blaming, of a witch-hunt that means a problem - from the point of view of the conflict solving it is an unsuccessful method!) (Szekszárdi, 2001) The share of the experience may also provide some help that the above-mentioned discrepancy formulates as a problem in the head of the teachers and I also include it in the advantages of the method.

Development of the forms and contents in the training of the andragogs - introduction of concrete examples

Although, the examples are connected to the psychological courses, I try to indicate which units of the different courses my examples can be matched to. My one purpose is to draw the attention of my colleagues to the necessity of the change. Therefore, I do not want to let my efforts be hopeless because my colleagues think that it can only be used during the training of the andragogs and especially because of the theme in the frame of the psychological subjects.

Lectures that are built on the interactions - method of explaining by questioning

The course of "introduction into the psychology" starts - just like the other ones - that we introduce the curricula for the students as a science with which they are going to deal with. For the teachers the notion of science is obvious but for a lot of students it is not. (It is especially true for the teachers who are teaching the subject of natural sciences) My own surveys (three years) show that only two percent of the students can explain the criterions of the science and scientific. As the psychology is a young science, moreover, it is handled with scepticism, i.e., the public usually questions the presence of psychology as a science, and it is obvious that I make this notion in the first lecture clear. The problem itself, I let the students formulate it on their own (Nagy, 1976). My series of questions and the order of ideas are built as follows: Which subject did they learn in the school during their studies? Why did they learn these subjects? I would like to know whether they could say why they did not learn any astrology. I would like to know whether they can find the points of view on the basis they could compare the chemistry with the astrology? On the basis of these points of view, make a comparison between their studies on the lessons of literature and of chemistry! I would like to know whether one can formulate a uniform system on which one can decide what can be regarded as a science and what kind of criterions it has that we can make a difference between opinions, beliefs and sciences. With the assistance of the series of the above-mentioned questions the students can formulate that the first criterion of the science is that it has an exactly confinable area and object of the investigation. Setting out from this they can "guess", on the basis of their knowledge and information that they obtained previously, what the psychology is investigating. They have to make a difference between the sciences that are belonging to the expressions of the similar meaning of the "human being" (medical science, biology, history, sociology...). Roughly, in one and a half an hours we can arrive at the notion of the personality. At this point, I usually give the job to think it over whether they are scientists because they usually observe and examine the other human being, the other

personality. It follows from this that they are going to be able to say what can be observed, studied in connection with a personality.

Important observations

Before we start the common work it has to be formulated several times and it is very important to emphasize during the common work as well that one is not allowed to tell a stupidity. All of them have different experience, information, we are thinking differently; we make connection between the information otherwise. Therefore, it is strictly forbidden to laugh at or shout down the others! About the declarations that seemed to be a crazy idea at first, e.g. Galilei, Kopernikus - Giordano Bruno... we could only learn later that they are fundamental truths! The students have to get used to the fact that we can only accept opinions and contrary opinions that are confirmed by arguments, i.e., they have to make thoughts on their own. The number of the students (at least in the first lessons of the first class) who attended the lectures is high. It has no sense to request, to order anybody from the audience to tell his thoughts and opinions. According to my experience there are at least five students from the one hundred who take part in the work on their own on the basis of their personality-features. If there are some "initial-people", the effect of the uniform and consequent minority can be experienced, namely, at least so many students will join in the discussion. (Especially, if they see that they also know the opinion that was delivered and accepted) In the meantime one has to give continuous encouraging feedbacks. The feedback is used to be the most successful that sounds like this: "I can see from the eyes that much more have an opinion in connection with the topic. Perhaps, I understand the non-verbal messages wrong?" If the audience is very passive, I usually ask them to raise the hands who do not have any idea in connection with my question.

Remarks

The use of the method needs time, of course. In the traditional form of the lectures, I mean the explanation, information-delivery; one can advance faster, that is sure. The examples, order of ideas that were told by the students can be used very well during the control. By the final examination it is enough to revive the suitable situation of the lecture; the student can associate the facts, definitions, order of ideas. That is a matter of course. The information get stored not only in the semantic memory but on the basis of the experience in the *szituatív* memory as well. We also have practised the method of learning this way: on the basis of exact examples, on the inductive way, one can often arrive at the right solution.

The method is also suitable to detect the communication ability of the students; to develop their ability for giving information. It is a typical mistake that often occurs that the verbal formulation is inaccurate; it gives ground for several interpretations. At this point I usually ask the audience to tell how they understand what they have heard. They can face the basic learning - communication mistake indirectly that the first interpretation of a sentence often means the single one for them, too (Szönyi, 2005). On the basis of these cases the students can formulate on their own that the loose wording can cause a communication trouble in the science and the public language as well that can stop the successful communication. The lecturers who use this method ask for a feedback regarding the interpretation what the students have heard more often during the traditional manner of lecturing,

too. I do not have to emphasize what an enormous role it is playing in the understanding.

The method can be used by the introduction of the parts as well. The deductive method is especially useful during the interpretation of each definition. With the Ppt. the interpretation of the exteriorised definition is also possible. The basic element of the learning process is that the student is able to choose the fundamental conceptions; the correlations between them can deliver the students to understand, to remember what they have learnt. I usually tell them directly as well that the learning of the curricula is consisting of these steps. When they sit the final examination they explain what they want to say on the basis of the same order. The use of the method not only serves that the lessons are more varied. The activity of the students also serves the wilful increase of the attention, too and it can be divided to those phases in advance where "only the body" of the students is present because of the attention getting tired.

The method of Socrates can also be used to develop the critical way of thinking. During the course it can also be used by the introduction of the kind of theories that means the alternatives of each other. Of course, it provides a good service as well, if one has to introduce the innovative rework of a previous, partial theory or it is about the introduction of two notions, theories that are close to each other as far as their contents is concerned (because of the homogeneous hindrance they can be mixed up in the memory). The method that is used at this point enables the identification of the psychological and logical operations, the recognition of their order of completion. If the lecturers have the students told it consistently and they name the operation on their own, the audience can enter into the possession of the method of the successful collection of information. However, according to my experience the students themselves do not use the method - they learn on the basis of habits - during the control it means some help for the students who took part in the lectures, if we tell them: with which fundamental conceptions which operations has to be exercised. Many times, it is not even necessary to name the operation the *szituatív* memory helps again. Of course, if the lecturer thinks that it will turn out by the examination what the student did not learn, what they do not know, he will not use this method by any means. However, in my opinion while the students have to learn the curricula of fifteen courses bi-annually they will need some help on the examinations. (Take it into consideration only once: how many fundamental conceptions, facts, and data should the students learn one day at school! Then, let's multiply it with four at least! In the lack of practical experience, the system of scheme that is relating to the curricula they really need some help. Who have not prepared, who did not use the over-learning (continuous learning, repeating, practising, in the course of time again and again), the help is in vain for them. In case of the students who have learnt this way the recall of this kind can improve their mark by one or two. Not to mention that the news of this possibility is spreading among the students sooner or later and we can motivate the students indirectly to attend the lectures.

Include the teamwork into the lecture

To the course of the psychology of the adulthood there is no textbook that is ordered as compulsory reading and from which the students could learn all basic or the majority of the necessary information. In the higher education there is not allowed to exist the notion of "THE" textbook, there are only books, lecture notes. It is useful to use the *team-work* that are included in the lectures, if the different authors are discussing the same topic on different points of view, attitudes or - as it is true for this course - one has to read each pieces of many books so that the student can receive a general idea even in connection with one partial subject. It is especially useful to use this method, if the way of examining is a practical mark. (For me it is unexplainable how one can obtain this form of assessment with a paper at the end of the course) The job requires a very careful preparation, it is essential that the *list of themes that can be offered, at least with the compulsory reading together*, gets ready for the first meeting. The students usually select from the topics in the first lesson and they write their name to the one that is suitable for them. The list also has to include the *date* when the *introduction* is expected to be held. The *points of view of the assessment* also have to be worked out to this point of time.

The groups will be formed by the teacher, not during the lesson, of course. If the teacher has already worked with the partakers previously as well he can form the groups consciously. The teacher can form the groups on the basis of the *communication abilities*. In this case it is suitable to form *heterogeneous* groups. The groups have to include self-confident students, those who can recognise the correlations, emphasize the main point very quickly and exactly and those who are operating on this area on a less developed level as they have practiced the verbal communication less than the others. Of course, in the lack of the information the teacher can use the basis of *volunteer ship* when forming the groups. In this case, the secondary, indirect purpose that the students get to know each other more thoroughly will not be fulfilled. It has a bad influence on the development of the structure of the groups of the whole class because it makes the still existing connections stronger. We almost exclude the development of the communication network becoming more organized.

To be able to avoid the collective slacking it is worth to *assess* the performance of the group on the basis of the *mosaic method* right from the beginning. It means: either all group members receive the mean of the marks of each group member they received for their performance or the mark of the performance of the lowest level. Therefore, the students *can't help cooperating*, coordinating and sharing their ideas. The introduction of the topic can last for maximum twenty minutes by each group. They have to work on a dual point of view. The one is the short *introduction* of the *curricula*. The other one is that they have to *urge the audience to discuss*. They either have to tell their "own experience" that is opposed to those they have heard or they have to make their selection in the introduction the way that the lecturers themselves can *involve* their school-mates into the form of the final conclusion/sentence.

The *assessment* is the job of each student who is present. In the first semester I immediately have the students assessed the work of the group verbally. As a result, usually the same students volunteered for the assessment and the others were "idling". That is the reason why I introduced the method that everybody has to assess on a seven scale on the basis of the points of view that were given and I asked for an argumentation by facts. They still had the possibility to make the assessment more exact or to

complete it. The assessment of those groups who performed in the specific lesson has to be submitted on the day before the next lesson. The first fifty minutes of the next lesson is spent by the introduction of the assessments. I compare my own assessment with those of the students that are confirmed with arguments, of course. If it is necessary I draw their attention to the incoherencies, inexactness. This is how I can make a contribution to the improvement of the next assessment. I also note the assessment of the students, their level, their effort to be objective and the development of the students individually; I also include them in the practical mark. Of course, the students always have the possibility to "*form the other point of view*", too. If the students form the kind of other a point of view that is really worth accepting I only build into the curricula of the next semester. It would be immoral to change the points of view in the course of progress.

During the practice this form has been perfected as well. In the first semester, when I used it, I did not calculate with the possibility that the students only listen to me and make their assessment, the curricula itself will not be noted and practically, each student know just the part of the curricula they have worked on. That is the reason why the part of the control is that in the last lesson the students have to summarize the most important statements of a partial topic *in an essay of half page* that was worked out by one of their classmates (Barcy, 1997). The summary has to be finished by the name of the authors of at least two *special literatures*.

Having listened to the work of the group I also introduce *my own summary* as well. Therefore, I can reach that the students can also learn the statements that might be left out. The lecturers can receive a feedback from the exactness and objectivity of their work.

Some topics to the teamwork:

The theories, that ranges the changes of the puberty into phases (*different points of view, reason for the different ends of each phases, comparison; individual opinions with arguments and reasons*).

The "crisis situations" of the young adulthood, brief introduction I. (*choice of career - the notion of the career orientation, connection to the development of the identity; self-knowledge - elements; learning or working; learning beside working*).

The "crisis situations" of the young adulthood brief introduction II. (*geographical distance from the family, development of new connections - relating problems, features of the personality; partnership; rooms, own flat or college*).

The problems of taking up work: CV, job-interview, career

It is obvious to use transfer of the topics to teach history of art, scientific anthropology, didactics, history of education, theory of education but it can be excellently used to the introduction of a mathematical evidence, of an explanation of a systematic in biology as well. It is very important that it is a basic requirement that the lecturer is not allowed to read the text. The target is that the lecturer has deep knowledge in the partial topic he is talking about. If we do not stipulate it as a primary criterion there is a big willingness that the lecturer swots up a text that is written in advance. I want to avoid it by allowing the audience to put questions and the lecturer has to start - facilitate a discussion.

Points of view of the self-assessment to the teamwork

1. The logical structure of the introduction; including into the frame of the interpretation (connecting to the previous knowledge, ideas for the connection to the further subjects).
 2. The continuity of the lecture; style of the communication, fluency, lucidity, articulation, loudness, eye contact; whether the students could make notes.
 3. The use and the lack of examples for the explanation.
 4. The power of conviction, the level of competence - what kind of influence the lecturer made on the audience, why?
 - Teamwork
- Traditional form, new manner of lecturing (everybody explained each part, the students has taken up the word from each other spontaneously).
 - Whether they have formed a uniformed point of view or there was no consistency in it? Why?
 - Was the introduction of the subject uniform or did the participants introduce it as the summary of the partial subjects? (Whether the participants have referred ahead and back to those that were introduced by the single lecturers?)
 - Whether the audience was included into the process of thinking? (Every group member or only some of them?)
(Including the project into the lecture)

The project work was defined by many people and in many ways. I regard it as a special case of the teamwork. The teamwork is a job, the project means the problem. The groups are formed according to the sphere of interest and thorough knowledge of the members on the basis of volunteer ship. They choose the subjects free and they can also decide on which partial subjects, which special literature, visual aids they use, which theory and practice of which science they introduce in their work. The method is suitable that the students start to adjust to the requirements of the final examination (Sharan, 1984). During this form of work they can practice the search for the correlations regarding the content of the different courses, e.g. when, why could emerge the long-life learning as a demand? What kinds of cultural historical, art historical, philosophical, education historical relationship they have/can have? For those who are working in it and for those whom their work is introduced to they can provide some help by preparing their thesis, too because the main point in it is that the final result is some "product" and it is hardly imaginable without any own research work. The preparation of diagrams and graphics also belongs to the main point of the job. It follows from the main point of the problem that it is a long-winded work, therefore, it has no sense to give out more than two project works for one semester because the students cannot introduce their work and it cannot be assessed either even if they have finished it.

The preparation and the assistance of this need much more time and energy of the teacher than the preparation of the team-works. Just for the reason because it is lucky if the team-works, the lectures of the teacher, his "improvements" harmonize with the material that was introduced in the project. As the students choose the partial subject on their own it would be necessary - on the basis of the ready parts of the project - to rework or complete the curricula during the semester that is worked out in advance. Of course, one can also realise this kind of work without taking into consideration the above mentioned but in this case the use of the method can seem to be L' art pour L' art, auto telic. I am sure that the honoured reader

has already heard about this method, I list the phases of the work just to remember. Here you are:

- Choice of subject - setting the target
- Preparation of the plan
- Data collection
- Processing of the subject
- Introduction of the product
- Assessment of the product
- Introduction of the product widely

The teacher has only the role by choosing the subject that he offers the summary of the lectures of the course. The teacher has to be present at the meeting of the group when the students formulate the target, when they agree upon the partial subject. From their age the regular students do not have any experience how complicated even a partial subject can be. They are inclined to the shallow thinking. The job of the teacher- with formulating some questions, if possible - to draw the attention of the students to it. Especially, he has to provide some help by the formulating of the target. The target that is too general makes the work in the course of progress impossible but the students may not find it out on their own and they do not know why they cannot show up any results. By collecting the data it is advantageous, if the teacher gives some essential facts -just by the naming of the possibilities, not of compulsory character -to choice of the sources. He also plays a key role that during the processing, in case of a halt he provides some help for the participants of the project to divide each job to partial ones; he helps to put the "workers" on the way to the modelling (to order the coherences of the partial jobs and the partial subjects in a graphic, maybe to construct a wall of problems) (Petriné Feyér, 2004). In the lack of the model and the strategy one cannot reach the target he has set.

The introduction and assessment of the "product" for the others fall to the time of the lecture. In the case of the students of the faculty of andragogy the introduction for a wider audience does not mean any problem. They have events continuously when they can report about their work in the TDK (Scientific Circle of Students), there is an event named by European Day that is an event on the university or faculty level. That is a matter of course that all students who are interested can have a look at the "product" on the homepage of the institution. I am planning, with the support of the leader of our institution, to publish the works of the students in writing about every two years.

Closing remarks

With my essay I intended to transmit my experience. I am sure that many of us want to improve not only the content of the training in many ways but its methods as well. In the above mentioned I did not extra emphasize the possibilities that are provided by the Internet. In my opinion all of the teachers have up-to-date information for example about the special literature that can be reached online, they regularly involve the new scientific result into the curricula. I have not mentioned the Skype and the Messenger services either, as the leaders of the subject must use these possibilities. Of course, they can also be used during the organisation of the team and the project work. I hope that we also expect for the students to use them during the execution of their everyday work.

I did not hide the difficulties either. I also had a secondary purpose. I wanted to mark that the quality of the work of the teacher cannot be measured how many national and international publications they have, how many times they were invited to lectures as a guest, how much time they spent abroad. Of course, the publication of the experience and the scientific results is very important as well. Although, in my opinion: the methodical creativity during the training is of the same importance at least, if we are talking about the application. However, in the professional CVs (Although, I had to fill in at least six different types in the past five years) I did not meet a rubric where I was asked to give information accordingly. It means that others were not asked either. Although, as we can see from the above mentioned the use of the new methods needs much time. I did not even mention the self-control, the continuous improvement, modification, I only referred to them. The time that has to be devoted to the trainings of this kind will never be less -significantly shorter - by the fact that the method becomes perfect, it settles. I do not wonder that much more know the methods than as many of them use it practically. I can hardly accept the opinion, although I know that everybody has the right to think what he wants, that the teacher "use" these methods who is "lazy" to prepare for the lesson. It is not difficult to see that just the opposite is true. The question is that beside the force to research and to publish; to write tenders, to take part in the international cooperation, to participate in the scientific and faculty, university public life, how much time can be devoted to the improvement of the method.

I did not intend these thoughts for complaints, just for raising a problem, maybe there are some among us who can find a method - procedure - strategy that enable the practice of the "eight hours work, eight hours rest and eight hours entertainment".

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