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# ABSTRACTS IN ENGLISH

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## PEDAGOGY AND PSYCHOLOGY IN EDUCATION POLICY – STUDIES

### GÉZA SÁSKA PSYCHOLOGY AND PEDAGOGY IN EDUCATION POLICY – (IDEA)HISTORICAL OUTLINE

There is more parallelism, a closer and a more organic relationship between pedagogy and the science of psychology than between pedagogy and any other social science. The introductory study of *Educatio* 2020, No. 4. provides a sketchy historical survey of the relationship between the science of changing pedagogy and (applied) psychology in the world of centralized state and growing political power and ideology, from Herbart to the 1980s. This introduction briefly describes the studies in the issue that discuss changes in the relationship between psychology and pedagogy in the Stalin and the post-Stalin period.

**Keywords:** pedagogy-psychology relationship, educational ideologies. Prussian-type development and its counter-trends, Soviet influence

### CSABA PLÉH FERENC MÉREI IN THE MIDDLE OF TENSIONS OF A CITOYEN AND SOCIALIST IMAGE OF MAN

The work of Ferenc Mérei (1909–1986) the Hungarian social and clinical psychologist and for a time communist educational leader involves several paradoxes. On one hand, we have the leader of the communist education reform between 1945 and 1949, who, as head of the Budapest municipal institute for education and the Countrywide Institute for Educational Research helped shape socialist schooling. On the other hand, from 1950 on, there is the expelled ostracized intellectual, who is even sentenced to prison after the 1956 revolution. As a third step, from the 1970s on, he appears as the leader of small groups, displaying life style reforms relying on mental resistance and resilience. In my view, these dualities are not only due to constraints of external life events, but are embedded in the internal dilemmas of the intellectual tensions continuously characterizing Mérei. From the time he spent in France in the early 1930s he cherished the belief that a harmony could be found between a child-centered educational commitment as a continuation of the heritage of French enlightenment (I consider this to be a citizen individuation ideal) and the centralizing principles of communist social organization aimed at equalization. In his organizational work while he made many efforts to center socialist education around the program of a comprehensive school based on principles of demo-

cratic equality, he connected these to the belief that the peculiar emotional atmosphere of child communities could reconcile equality and centralization. I try to show that bourgeois individualization as one starting point of modern psychology is difficult to reconcile with community liberation with bureaucratic inspirations. The liberal child based ideals of education are not easy to reconcile with leftist ideals of equality – contrary to what was and is believed by many left wing citizen thinkers, among them by Mérei.

**Keywords:** child-centered education, comprehensive schooling, centralized education, elementary sociality, shared experience, sociometry

**LAJOS SOMOGYVÁRI**  
**EMIGRANTS' LIFE STORIES AND INTERVIEWS: THE SOVIET**  
**PSYCHOLOGY AND PSYCHIATRY IN AMERICAN INTERPRETATION**

A unique project was developed between 1949 and 1953 by the Harvard University Russian Research Center, based on hundreds of interviews recorded with Soviet emigrants, conducted by sociologists. The organized system of transcripts, transcribed into English, are available online (Harvard Project on the Soviet Social System). These interviews reflect everyday Soviet reality between 1917 and 1945, and they have not yet been analysed in Hungary. The corpus is constituted by two parts: A-Schedule (personal life stories) and B-Schedule (special topics). Based on both, I give an account of the positions of Stalinist psychology and psychiatry, as created in the interactions of the emigrants and the interviewers, in which teachers, clinical psychologists and psychiatrists spoke about their profession placed in the dimension of the political situation.

**Keywords:** communist education, emigrants, interview, Harvard Project on the Soviet Social System, narrative analysis, oral history

**TIBOR DARVAI**  
**EDUCATION POLICY AND EDUCATIONAL PSYCHOLOGY IN THE**  
**EARLY/CLASSICAL KADAR-ERA**

From the mid-1950s, there was an opportunity to cultivate psychology legitimately in the Soviet Union and in the countries belonging to its sphere of interest, including Hungary. The termination of the discreditation was valid for all the psychological fields as well as for educational psychology. As one of the results of this change, after 1956, academic-university level Candidate dissertations were published, one after the other in educational psychology, first in the field of educational science and then in psychology, in the 1960s. At the same time, another direction of educational psychology emerged which belonged not to the academic-university level but to the college sphere. In our research, we will reveal the main features and the history of the development of these two educational psychological directions.

**Keywords:** educational psychology, socialist educational policy, pedagogy

**NATASA FIZEL**  
**HILDEBRAND VÁRKONYI AND THE STATE CIVIL SCHOOL**  
**TEACHERS TRAINING COLLEGE OF SZEGED**

My following study is about the establishment of the State Civic School Teacher's Training College in Szeged. It also contains information about the establishment of our country's first Educational-Psychological Institute, and of its first (catholic) headmaster's, Hildebrand Várkonyi's work. The University of Szeged was put together of protestant teachers from the university in Kolozsvár in 1921. The Religious and Educational Board helped increase the attendance of the Faculty of Liberal Arts, but also decreased the protestant nature of it. The Religious and Educational Board also achieved this by moving the state, and catholic teacher's training college from Budapest to Szeged and by duplicating the departments of the remaining protestant Faculties of Liberal Arts. Várkonyi's pedagogy and psychology got built into the culture of civic schools.

**Keywords:** history of higher education, history of psychology, teacher's training

**LÁSZLÓ BREZSNYÁNSZKY**  
**FORMS OF ORGANIZATIONAL AND EDUCATIONAL COHABITATION**  
**OF PEDAGOGY AND PSYCHOLOGY IN THE UNIVERSITY OF DEBRECEN**

After the foundation of the University, there had been no independent professorship in Pedagogy until 1918 and the Department of Psychology started functioning only from 1970. The relationship of these disciplines was formed by the profession, politics, and the opportunities of the rural university. Changes can be interpreted by dividing them into periods: from their inclusion in philosophy and Pedagogy (Tankó, Mitrovics, Karácsony), through the gradual detachment of psychology (Kelemen) until their headway (Hunyady, Mészáros, Kovács). A local specialty: Psychology was emancipated by pedagogical psychology. In other words, the launching of the psychology major and the establishment of the department were based on pedagogical psychology. We trace the changes by presenting the organizational units of pedagogy and psychology, also their main representatives, and the features of their relationship up until the turn of the Millennium. The study is based on local resources and works of special literature.

**Keywords:** institutional history, 20th century, the relationship between Pedagogy and Psychology

**RESEARCH ACTIVITIES**

**ZSOLT TIBOR KOSZTYÁN – VIVIEN VALÉRIA CSÁNYI –**  
**ZSUZSANNA BANÁSZ – ANDRÁS TELCS**  
**THE EFFECTIVENESS OF THE HUNGARIAN, GERMAN**  
**AND BELGIAN HIGHER INSTITUTIONS**

This study examines higher education institutions in Hungary, using German and Belgian institutions as a control group. Since many of these institutions are not repre-

sented in international rankings (mainly Hungarian institutions), we use further available ranking indicators from different secondary sources – these indicators are related to education, research, internationalization, and funding. We aim to answer the following research question: how Hungarian higher education institutions can reach and be among the top 100 and top 200 best institutions in the world? Based on our analyses, Hungarian higher education institutions need to develop the most in the following indicators: per lecturer in three indicators (number of Ph.D. graduates, number of international publications, research revenue), number of lecturers per undergraduate student, the proportion of foreign lecturers.

**Keywords:** university rankings, colleges, universities, Hungarian, German, Belgian, benchmarking, Data Envelopment Analysis

**VERONIKA BOCSI**  
**FIRST-GENERATION ACADEMICS' BIOGRPAHIES**  
**AND SELF-REFLECTIONS**

The aim of this study is to recover the career and life path of 11 first-generation academics. We try to map their disadvantages or advantages –which are embedded in their social circumstances– motives of their further studies and the history of their career choices. The results have shown that their experiences are diverse. The experiencing of handicaps does not work in every case nevertheless these kinds of traces can be found in some forms by most of them. These handicaps seem to be more significant in the field of those disciplines in which cultural capital is rather the parts of the professional identities and professional socialisation or the prestige of the institution is high.

**Keywords:** first-generation academics, higher education, social mobility

**NÓRA BARNUCZ**  
**THE USE OF ARGUMENTED REALITY IN LANGUAGE TEACHING**  
**AND LEARNING**

The main task of higher education is to prepare students for the competencies declared by the labour market, thus the development of congruence between higher education and labour market especially the special labour market represented by law enforcement deserves special attention. Among the competencies, digital skills are placed at the forefront, as digital literacy and communication are essential for 21st-century positions. The aim of the research topic is to improve students' digital and verbal communication levels with the use of different language teaching methods and language learning strategies in ESP (English for specific purposes) classes. Empirical research will be carried out with full-time students at the Faculty of Law Enforcement at the University of Public Service.

**Keywords:** higher education, digital communication, verbal communication, augmented reality

**ERNA URICSKA**  
**THE USE OF POLICING SOCIAL NETWORKING SITES IN TEACHING  
TECHNICAL LANGUAGES**

One of the main tasks of higher education is to adapt to the challenges of the labour market. New positions have emerged nowadays that can be filled only by those possessing appropriate digital and communication skills, thus these jobs require these skills on a daily basis. The aim of the study is to present the students' actual digital and verbal communication level and the possible ways of their improvement in ESP (English for Specific Purposes) classes. We present the applicability of various language teaching methods and language learning strategies, and relying on them, we present the main characteristics of our planned empirical research that will be carried out with the students of the Faculty of Law Enforcement at the University of Public Service.

**Keywords:** community websites, digital communication, policing digilect, teaching languages for specific purposes, language learning strategies