



Z ZAGRANICY...

Judit Györgyiné Koncz, PhD habil.

Gál Ferenc Theological College
Department of Pedagogy and Psychology
Szeged (Węgry)

THE DOMINANT TRENDS OF TEACHER INVESTIGATION IN HUNGARY

Teacher investigation is a comprehensive field of research that is primarily explored by the research workers of pedagogical training institutes in order to integrate the results of the research into pedagogical training.

According to Beata Kotschy, teacher investigation embraces the following fields: „teacher investigation deals with the specific features of the pedagogical profession, the working and life conditions of the teachers, their activities, as well as teacher training. One trend of the teacher investigation tries to reveal the unique aspects of the teaching profession, namely what kind of special knowledge and expertise characterize pedagogues. The psychological approach separately examines areas pertaining to knowledge, attitude, professional conceptions, ideas and the expectations of the pedagogues, exchange of the expertise, and the effect of stress concerning the teacher profession, as well as the peculiarities of pedagogical burnout. The sociological approach deals with the social status and social role of the teachers, their organizations, and the question of teacher supply. Inside teacher training practice, the research is aimed at the contents of the training, its structure and methods and the relationship between theory and practice.” (Báthory-Falus 1997, ed. p. 168) As mentioned previously, it can be stated that teacher investigation is wide-ranging, but it does not merely happen for the mapping of the teacher profession or to outline the prototype of the perfect teacher. All aspects are fully integrated into teacher training.

Concerning pedagogical research, in the last quarter of the 20th century, more and more pedagogical experts place the individual teacher at the center of their research. For this reason, different research projects can be placed along certain lines that were summed up by Ivan Falus, the most famous representative of the national teacher investigation. During the last two to three decades, numerous conclusions from the work of Ivan Falus and his colleagues have been published. The widely used university didactics course book (Falus, 1998, ed.) can be regarded as foundational literature, in which a particular chapter deals with the pedagogue. Ivan Falus, the author, is also the editor of the book. The chapter reflects the thinking of Falus as he contemplates the pedagogue and the typical characteristics



of the pedagogue according to the trends that were known at that time. Falus determines numerous trends of teacher investigation according to his inquiry into pedagogical efficiency. The enumeration of the trends also reflects the historical aspect of the researches, but these tendencies and domains return from time to time.

In 1998 Falus identifies the trends in pedagogical research as follows:

- exploration of characteristics that are typical of effective pedagogues,
- fundamental personality features,
- exploration of pedagogical skills,
- determination of the knowledge that influences effectiveness,
- collecting of practical skills,
- exploration of the characteristics, peculiarities of pedagogical thinking and pedagogical decisions,
- exploration of the beliefs and practical philosophy of the pedagogue,
- definition of the reflective teaching (Falus, 1998, ed. p. 98).

LIST OF ATTRIBUTES IN THE SPECIALIST LITERATURE

According to Falus, the oldest trend of setting a list of attributes can be useful; however, it is uncertain about whether they are actually effective in the works of the pedagogues with the given attributes. (Falus, 1998, ed. p. 99) As a matter of fact, this method accompanies the entire history of education. An historical summary of this approach can be found in a former work of the author of this study (Györgyiné, 2005) in which the views of certain pedagogical thinkers from ancient times until now are emphasized on the basis of selected scripts. Similarly, an empirical research carried out in the late 90s by the author of this study (Györgyiné, 2000) proves the popularity of the list of attributes in which the thoughts of students of teacher training colleges and young pedagogues concerning the teacher profession were collected by means of questionnaires and interviews, respectively. The research unambiguously drew attention to the fact that students of teacher training colleges as well as young teachers prefer the lists of attributes. It can be explained for the simple reason that when a pedagogue begins to think about himself/herself and the questionnaire urges him/her to answer it quickly, s/he is not looking for deeper connections, but discovers the phrased attributes that are either typical of her/him, or appear in his/her wishes despite the fact that the survey contained many open questions. In one respect, the setting of lists of attributes is a characteristic of pedagogical literature of earlier times and the peculiarity of non-empirical based, but notably essay-like pedagogical writings. In spite of the popularity of the method, it cannot be suppressed that the excellent representatives of the profession unanimously hold the opinion that the setting of lists of attributes is out of date and cannot be used successfully in order to make the pedagogical work more effective. (Szivák, 2002, p. 9)



Concerning the writings it is observable that mainly those theorists of pedagogy consider the lists of attributes as out of date who deduce their theories regarding pedagogues in an abstract way visualizing them in a system. The theoretical professionals generally endeavor to base their conceptions on practice, but they do not always construct their theories on concrete surveys. Then again, when non-professionals or students formulate their ideals and expectations towards the pedagogue, they always refer to examples from the practical life that are simply formulated and appear largely in the form of concrete lists of attributes. This is also true when the summary of the examinations is performed by a theoretical expert.

When setting a list of attributes, the authors generally do not set an order of importance, but list the requirements in a descriptive way that they consider as important. Two attributes make an exception, love and exemplary behavior. These two are chiefly mentioned by all authors, and these attributes are used as a basis on which other requirements toward the pedagogue are founded.

The pedagogical writings of the 1990s unambiguously reject the bi-polar (good–bad) lists of attributes because the type of the good teacher is an unattainable goal. Furthermore, it is about more subtle human qualities that can only be interpreted in the teacher–pupil context at school.

Based on the results of the pedagogical specialist literature and conclusions based on practical experience, it can be assumed that there is a need for the lists of attributes in the first period of the education in the teacher training framework of developing abilities, because the students can easily interpret them. These lists also signify the first comparative basis and self-control in the process of guidance and education in the direction of the teacher profession.

Looking over the published literature of the teacher investigation, it can be seen how Hungarian authors approach the setting of lists of attributes. Due to this, there are 5 separate groups:

- They do not regard the setting of list of attributes as appropriate, strongly query its usefulness; (Ungárné, 1978; Szivák, 2002; Falus, 1998, ed.; Trencsényi, 1988; Figula, 2000)
- The author does not set a list of attitudes, but refers to it in his/her research; (Bagdy, 1996; Faragó, 1949/ 1990)
- S/he sets a list of attitudes, but queries its validity; (Hegedüs, 1988)
- S/he sets a list of attitudes, but with another (research) goal; (Hegyí, 1996; Szabó, 1998; Györgyiné, 2005)
- Setting of list of attitudes; (Bálint, 1972; Rókusfalvy, 1972; Vaszkó, 1972; Margócsy, 1984; Kotschy, 2000; Hoffmann, 2003)

WRITINGS ANALYZING THE PERSONALITY OF THE PEDAGOGUE

The next research trend can be detected in studies analyzing the personality of the pedagogue. They examine the pedagogue on the basis of fundamental



personality traits and basic abilities. Using the work of Eva Sallai, Ivan Falus emphasizes three basic abilities: unconditional acceptance, empathy, and congruence. (Falus, 1998, ed.; Sallai, 1994) The exploration of the abilities promoting the pedagogical work occurs by means of Sallai's thesis that specifies seven groups of ability as follows:

- communicative skills,
- rich and flexible repertoire of behavior,
- fast recognition of the situation, ability to form a constructive situation,
- ability to resolve a conflict,
- ability and claim to cooperation,
- ability to analyze pedagogical situations and phenomena,
- mental health (Falus, 1998, ed. p. 101–102; Szivák, 2002. 10).

Similarly to Falus, the independent work of Ildiko Hegyi published two years earlier splits the pedagogical abilities into two groups. Universal abilities:

- communicative skills,
- constructive or didactic ability,
- organizing ability.

In her system, the special abilities related to teachers are based on the following factors:

- ability to recognize the situation,
- decision making ability,
- adaptability,
- tolerance,
- identification ability,
- empathy,
- ability to divide attention,
- ability to play (Hegyi, 1996; Szivák, 2002. p. 10).

As we can see, the thoughts of Sallai and Hegyi are basically similar, but there is a difference regarding the content.

Stepping back in time a little bit, the writing of Pal Rókusfalvy and his colleagues from the early 1980s also shows research trends that divided the specialist literature about the personality of the pedagogue and the category of research examination into four groups as follows:

- monographs – introduction of great pedagogues,
- provide role-type models,
- „Wish lists” suitable for practical goal, what should a pedagogue be like?
- specification of personality feature based on goal examination, specification of pedagogical ability and attribute; (Rókusfalvy–Stuller–Kelemenné, 1981. p. 28–30).



The classification of Rokusvalvy and his colleagues is merely one and a half decades earlier than the trends of Falus, but the two groupings cannot be compared because the teacher investigation trends of Falus mostly reflect didactic thoughts while Rokusfalvy and his colleagues set up categories with a view to content and genre.

In the early 1980s Janos Galicza explores the cause of great differences between pedagogues by means of theoretical and practical approaches in relation to the pedagogical profession supposing that the real cause can be found in the personality of the pedagogue. His aim is to formulate fundamental conditions and exclusion factors in connection to this profession and shed light on the relationship between the material knowledge and the personality of the pedagogue. Janos Galicza explains that education is solely normative and for this reason he is looking for the emergence of normatives in reference to the personality of the pedagogue. He deduces the normatives of the pedagogue-personality from the function of the education. Janos Galicza does not agree with the interpretation of the work of the pedagogue as a role or a role play because in his opinion the person of the pedagogue per se is an asset. (Galicza, 1981)

The study of Sandor Klein dates back to the same period and as he follows the approach of Carl Rogers. Klein's goal of school education is the education of a healthy and well-developed personality. The characteristics of the healthy personality are the acceptance of him- or herself, the openness to others, the trust in his/her experiences, emotions, and the ability to accept the constant changes in life. The development of a healthy personality is provided for when certain attitudes and the personality of the teacher contributes to its development. The three important components of the teacher personality that accelerate the development of the personality are congruence, positive attitude concerning acceptance, and emphatic understanding. Falus and Sallay cite the same components. All these attributes are also important features of the healthy personality. (Klein, 1984)

Lívia Schódl directs her writing toward practicing teachers and approaches the personality of the pedagogue from the difficulties of the profession. The work of the pedagogue is a profession in which we use our personality at least as much as our expertise. Consequently, the personality of the pedagogue is a tool that, on one hand, must be taken care of and, on the other hand, it also needs to be consciously improved. The fundamental goal of the pedagogue in the educational process is to assure the children that pedagogical material is worth learning and that they are able to learn. In order to realize this goal, it is necessary that the pedagogue has a realistic self-perception, is able to accept himself/herself, can undergo a change and can also change others. In this process, it is of importance that the pedagogue is capable of controlling his or her emotions but the limit must also be found when the suppression of the emotions is harmful and can be detrimental to the nervous system and even distort the personality. (Schódl, 1997)



The most important feature of the writings studying the personality of the pedagogue is the fact that their authors are unified in that they see the pedagogue with different positive attributes. They emphasize some personality factors that they presume important; however, they generally do not determine what distinct characteristics a pedagogue must possess. Instead they speak of pedagogue-personalities. Overall, the pedagogue must be someone who is able to guide the pupils in the appropriate direction by means of expertise as well as his or her personality.

DILEMMAS WHEN INTERPRETING THE TEACHER'S WORK AS A ROLE

As expressed in the title, the judgment of the role of the pedagogue in the pedagogical literature shows considerable uncertainty. There are authors who interpret the pedagogical profession as a role. While others accept it, there are also writers who resolutely reject this interpretation.

Galicza unambiguously objects to the interpretation of the pedagogical profession as a role or role play because he sees that, in this viewpoint, the authenticity of the pedagogue is placed in the background. (Galicza, 1981)

In contrast, Laszlo Trencsenyi dedicates a whole book to this subject. He analyzes the behavior of the pedagogue from two perspectives. On one hand, he submits the pedagogue to analysis as the mediator of norms and social values (function-approach) while, on the other hand, he interprets the behaviors of the pedagogue from the child's viewpoint. Trencsenyi calls this the *style-approach*. According to his wording, the role is typically characteristic of the person. Mostly it is a stereotypical behavioural, expressive and communicative method, or the combination of these, which is not necessarily typical of its holder, but it is the role itself. The performed activity nevertheless is not the objective but the subjective side of the activity. The features of the personality develop in the identification or deviation of the role.

According to the author, the introduction of the new category – the pedagogical role – was necessary because the lists of attributes became obsolete, were unachievable, and could not be interpreted, respectively. Instead, the author described the behavior that manifests itself in the pedagogical activity. By formulating the role expectation, all references of the personality come to the front. (Trencsenyi, 1988. p. 10-12) As we have seen, those authors who think in terms of competencies and abilities share the same opinion.

Laszlo Zrinszky talks about the pedagogue and the pedagogical profession from different points of view, interpreting the role theory that was formulated in social psychology. It is not necessary to go into detail, but the view of Zrinszky about „role – no role” is edifying.

Beyond professional preparedness, the pedagogue participates with his or her entire being in the working process and, for this reason as opposed to the role, the importance of the personality appears in the pedagogical reflections. Contributing



to this, the pedagogue is also a role model in front of the pupils. The pedagogue role is determined to a large extent by the fact that the pedagogue has to fulfill diverse requirements; therefore it means that the role is different in every situation and sometimes, it can also be contrary. The pedagogue role also shows a duality since it can be a power position parallel to defencelessness. It can be easily noticed that, on the one hand, Zrinszky handles the interpretation of the role in an ambivalent way while, on the other hand, his scientific view manifests itself in his disclosure of several role categories. These categories are listed as follows:

The role categories of the Pedagogical Research Group of the Hungarian Academy of Sciences:

- educator role,
- specialist role,
- civil servant role.

The role categories of Lange-Garritsen:

- pedagogical role-teacher-pupil relationship,
- colleague role,
- clerk role,
- role of the educational partner of the parents,
- public role.

Alternative pedagogue roles:

- Orientation towards children and young people – attitude to be absorbed in something, creativity
- Maximum freedom – emphatic presence of the personality
- Concentration on the freedom of the children – building on the influence of group relationships
- Pedagogical attitude building upon self-determination and independence
- Nature love – new relationship to environment, holistic world perception and humanization (Zrinszky, 1994. p. 13–17)

As it turns out from the writings the authors who reject the notion of the teacher role and the concept of the teacher profession as a role, question the notion of role, the profession's authenticity, and the honesty of the behavior. However, other authors tell about the role of the pedagogue, but they also agree with the former group that the role of the pedagogue is not constant and cannot be described exactly since it is a constantly changing activity system that depends on the pedagogical situation and on the task involved. Nevertheless, it also contains regularity.

WRITINGS ANALYZING THE COMPLEXITY OF THE TEACHER'S KNOWLEDGE

The following research trend differs from the previous ones and examines the conditions of effective teaching and the nature of the pedagogical knowledge.



Falus announces the components of teacher knowledge on the basis of Tamir's work,¹ but he also shows that, as a matter of fact, the knowledge of the pedagogue can only be judged by his or her practical activity. Tamir counts the pedagogical knowledge among following categories:

- general education,
- personal appearance,
- subject knowledge,
- general pedagogical knowledge,
- subject-specific pedagogical knowledge,
- bases of the teacher profession (philosophy, psychology, ethics).

One of the main trends of the pedagogue research in the 1960s and 1970s was the collection of practical skills that were necessary for work. The researches have shown that the planning skills in the work of the teacher have an emphatic role. In the interactive part of the teaching, Falus separates six skill groups that require the presence of observant-analytical and evaluation skills.

The aforementioned groups are listed as follows:

- teaching skill,
- asking skill,
- explanation skill,
- skill of interaction between teacher and pupil and skill of communication,
- skill of organizing the work of the class,
- skill to direct the group and individual work in the class.

Research has also shown that the ability to make pedagogical decisions and highly developed pedagogical thinking are the most important skills.

In many professions the so-called reflective decisions dominate; however, in the profession of the pedagogue, the quick and sometimes unconscious and immediate decisions are more relevant. Concerning these decisions, it can be said that the teacher's preliminary beliefs and preconceptions have a great impact on them and they should not be left out of consideration in the course of the training. As a result, the trend of the research shifted to the type of the thinking, reflective and analytical teacher. Using the terminology of Dewey and Schön² this type is in contrast to the teacher who does his/her job mechanically.

According to Dewey, the reflective teacher is characterized by three attitudes:

- openness – consideration of alternatives,
- responsibility – objective analysis of the work,
- open-heartedness – claim to getting to know something new and reception.

Schön developed further the concept of the reflective pedagogue. The reflective pedagogue continuously evaluates and analyzes his or her own activities and these experiences become part of his or her teacher knowledge. The constant self-



control of the pedagogue leads to the development of his or her reflection. (Falus, 1998, ed. p. 102–113) With regard to the reflective view it can be stated that Dutch teacher training has a leadership role. There is a more detailed study about the adaptation of it written by the author of this study. (Györgyiné, 2006)

The volume edited by Erzsebet Golnhofer and Istvan Nahalka tells about the results of the comprehensive teacher investigation that was carried out at the Pedagogy Department of the Eötvös Loránd University in 1998 and 1999. Its main object was the exploration of different pedagogical view systems that have an impact on the teacher's work. The chapters examine the notions and views of pedagogues concerning pedagogical questions, motifs and background of the practical work of the pedagogue. The work deals indirectly with the pedagogue all the time, but on the whole, presents us with the mentality of the average pedagogue.

The book summarizes the main trends of the teacher investigation by means of Falus' study. In the present case, it indicates four trends in contrast to the didactics course book edited by Falus in 1998 that mentioned eight directions. The four trends are listed as follows:

- criteria and characteristics of the good pedagogue,
- characteristics and pedagogical skills of the pedagogue,
- practical pedagogical skills,
- pedagogical decisions, pedagogical thinking (Golnhofer–Nahalha, 2001, ed. p. 13–17).

At the same time it is obvious that Falus does not reject the eight mentioned trends, because he returns to this listing 10 years later. (Falus, 2008, p. 80)

WRITINGS ANALYZING THE PEDAGOGUE'S THINKING

Judit Szivák, member of the teacher investigation workshop at Eötvös Loránd University, reveals in her book the exploratory and methodical possibilities of the cognition of the pedagogical thinking. As an introduction, the work summarizes current results of teacher investigation, formulating research trends. These can be listed as follows:

- setting up lists of attributes,
- systematization of pedagogical skills,
- centering the pedagogical activities,
- research of pedagogical decisions,
- pedagogical knowledge as a construction (spreading of constructivism and cognitive pedagogy),
- significance and content of views.
- research of reflective thinking (Szivák, 2002, p. 9–19).



Szivak connects the appearance of the first lists of attributes in the teacher investigation with the late 1800s. However, it must be mentioned that the first empirical research actually dates back to this period of time, but the lists of attributes related to pedagogues did already appear in ancient times and traces can continually be found in historical education sources. It is obvious that these early scripts were not written on account of exploratory intention but that the authors were guided by good intention because they saw the way of development in the improvement of the quality of education.

According to the study of Szivak, the most important fundamentals of the approach that places pedagogical activity at the center – the so-called process-result paradigm – can be listed as follows:

- quantitative approach of process-result,
- direct observation of activities in the classroom,
- the intentions of the teacher manifest themselves through the open behavior and it can be observed,
- the work of the teacher determines the efficiency of the learning,
- the efficiency can be determined with the help of the correlation between the accomplishment of the student and the work of the teacher,
- effective work of the teacher can be taught (Szivák, 2002, p. 11).

The results of the research about constructive pedagogical thinking can be summarized as follows:

- pedagogical knowledge is organized into cognitive structures that are constructed by the pedagogue himself/herself and they have a transfer impact on all knowledge elements,
- the developed cognitive structure determines the cognition, understanding and memory of the pedagogue,
- the change of the cognitive structure brings about the change of the daily practice of the pedagogue (Szivák, 2002, p. 13).

After further development of pedagogical thinking research, the teacher's beliefs and notions came to the front. To begin, this affects teacher training because the views, preconceptions, and previous experiences of the student teachers can largely influence, and in certain cases can also weaken the reception of the theoretical knowledge of the teacher training and consequently, the gap between theory and practice may become wider.

In Hungary, the spread of pedagogical reflective thought took place around the turn of the millennium. Regarding the afore mentioned facts it can be said that there are two experts on this field, Ivan Falus and Judit Szivak. The first workshops of adaptation into teacher training were the Faculty of Arts of Eötvös Loránd University and the Teacher Training College of the Károli Gáspár



University of the Reformed Church. Both institutions have achieved considerable results with respect to theory and also practice.

The research on reflective thought could take the centre of interest for two reasons: First, its effective adaptation can help break away from teaching rooted in routine while, on the other hand, the exact description of reflective thought still carries some uncertainties. In order to examine the concept, the comparison of the inexperienced and experienced teachers seemed to be useful. The methods used for the research on reflective thinking are as follows:

- thinking aloud,
- assisted evocation,
- narrative methods (Szivák, 2002, p. 27–69).

THEMATIC PROCESSING OF THE RESULTS OF THE TEACHER INVESTIGATION

Alice Dombi-Fayne refers in her work to the foreign specialist literature in the 1970s when thematic publishing of results of teacher investigation began to emerge. According to her writing, there are four main trends:

- teacher as the source of information,
- role characteristics of the pedagogue,
- „power” of the pedagogue’s personality and its primary influence area,
- nature of the teacher’s efficiency,
- relation between the preparation for the teacher profession and its fulfillment (Fáyné, 2001).

With regard to this subject, the author of this study undertook the more precise examination of the national specialist literature following the millennium. In the course of the research of the specialist literature, only lengthy writings, books and chapters were analyzed while short writings and articles in periodicals were left out.

As a result of the meta-analysis, the following research trends emerged:

- lists of attributes, descriptions of attributes,
- writings analyzing the pedagogue’s personality,
- writings analyzing the relationship between the pedagogue and the pupil,
- ethical questions,
- roles of the pedagogue, interpretation of the pedagogue,
- pedagogue types,
- choice of profession, suitability for profession, questions of the development with regard to the profession,
- different interpretation of the profession, profession consciousness and commitment,
- competences, abilities, skills, features of contents of the training, (Györgyiné, 2005. p. 110–178).



When examining the specialist literature after the publication of the book, it can be seen that in the bygone period the above categorization can be completed with the characteristics of the pedagogue carrying out special tasks. The pedagogues of art schools, alternative schools, and inclusive schools belong to this category, but one should also mention the instrument teachers, remedial teachers, special education teachers, and the people who are responsible for the protection of the children respectively. The study of Bernadett Czike partly covers the issue concerning the interpretation of special tasks; however, the author emphasizes two common features: the change of the teacher's role and the increased attention to the child's personality. Czike rejects the interpretation of the teacher as a performer or actor, the give-take relationship between the teacher and the child, and the function of the teacher as someone who imparts knowledge. Instead of it, she emphasizes the helping and facilitating attitude. In these schools where special tasks are carried out, the teacher loses his or her leading position and remains in the background. With regard to this task, an introverted teacher can also be a suitable person because he does not put himself in the center. His most important attributes are the ability to pay attention to others and to withdraw when necessary. Then again, it is important to possess a kind of inner power and suggestive influence because these features enable the gradual development of the teacher's authority. All this happens with attention and love that make the development of the child possible. (Czike, 1998, p. 121–132)

On a professional level, Maria Nagy summarizes the main trends of the teacher investigation in the 1990s in her study. Nagy is a renowned personality in Hungarian teacher training investigation. For this reason, she is capable of realistically mapping the situation of the last period in the teacher investigation. In the first place she observes the spread of a new field of inquiry in that the research is global in scope, describes tendencies, has a quantitative approach, and is under the direction of international institutions. Most important, educational politicians can make the most of this research. (Nagy, 2001, p. 235–250) In addition, a great number of studies have been published that place the individual teacher in the center with preference for qualitative research methods. They include primarily partial research. One chapter of this study's author is an example for the latter research. It shows the efficient and committed pedagogue through his or her tasks. (Györgyiné, 2005, p. 179–208)

Taking a look at the research from another approach, it can be seen that it relates to the future in that it reveals what kind of school, teaching or pedagogue there should be and with little regard for the present situation.

Considering the scope of the research, it can be observed that in contrast to the teacher, the students and their way of thinking are in the center of the research. In addition to this development, the devaluation of the individual teacher can be observed and, concerning the pedagogical effect, the experts and educational



politicians do not see that the effectiveness of the school and the the individual teacher are in direct proportion to each other.

At the same time, it must be stated that in regard to the conclusion of the pedagogically established research, we can only partially agree. It is indeed necessary to place the work of the students in the center; however, we cannot disregard the indirect or direct effect of the teacher's presence and activity on the development of the child's personality.

Individual researchers today seldom undertake research projects concerning teachers. This research is usually carried out by the work groups of international organizations; however, there are regional educational organizations, university workshops, and individuals dealing with the comprehensive research of branches. (Nagy, 2001. p. 236–238) Of course, counterexamples can also be found: these people occupy themselves with the subject independently and from a special point of view. Although the narratives show the personal lives and academic achievement of outstanding teacher personalities are still far away from the strict definition of the pedagogue investigation, they are important reference sources. Through narrative and descriptions, light is thrown on the peculiarities and details of the teacher profession that cannot necessarily be found in scientific works. In this respect, the series „scholar teachers – teacher scholars” of the National Pedagogical Library and Museum is of overriding importance.

There are dissertations and PhD theses that should also be mentioned. They explore the life, work, and pedagogical confession of well-known teacher personalities, or show the activity of different pedagogical groups belonging to a certain stratum. In the last decade, several works of this kind were published. (Parászka, 2002; Baska, 2008; Bara, 2010) Characteristic of these writings is the method of data collecting: the experts adopted the method of the qualitative interview that is widely used in Hungary owing to the scientific achievement of Eva Szabolcs as a teacher and a specialist translator. (Seidman, 2002)

The thinking about the pedagogue has started several decades ago and it indicates that the theoretical experts felt the lack of the correct definition of the pedagogue and the teaching profession. The spread of teacher investigation in itself is a positive phenomenon because its results specify not only the description of the good, effective, and successful pedagogue, but also helps to assist the teacher profession on its bumpy road, not allowing it to become only a special subject training. The exact formulation of the special subject requirements by excellent experts set off the process of thinking, and there were many people trying to define the factors that affected the child and the process of learning; however, a unified viewpoint could never be achieved. A significant part of all these thoughts deals with the pedagogue's personality but its content greatly depends on the professional and sometimes political attitude of the expert. For this reason, within the main guidelines of the teacher investigation, we encounter a great number of new approaches but they did not become a coherent system.



The work of Falus can be regarded as an exception. He has dedicated himself to teacher investigation for several decades and the activities of the research workshop accomplished by him and his students essentially determined teacher training practices at the Eötvös Lorand University. The result of his researches summarized in his academic DSc thesis greatly impacted the philosophy of the Bologna type teacher training that is under formation at present. (Falus, 2006) Its elements of content unambiguously show a positive tendency, while these days, its structural elements have been questioned.

Considering the literature about teacher investigation after World War II, it can be stated that both the theoreticians of the pedagogy and the practical experts were concerned in the subject and published a great number of works. The publication of studies is continuous. Books, lecture notes, and articles in periodicals enrich the literature of the subject. A significant part of the studies is the publication of the results of the pedagogical research. We can find writings with the same frequency that originated from the summary of practical experiences the writers had during their long teaching careers. The methodology of the studies is strikingly multifaceted and practically all known research methods appear in one form or another in the writings. It can be said that the authors generally know each other's research. The bulk of the writings have a rich bibliography. With a few exceptions the references are the same as in case of educational works and they are not typical of scientific works.

It seems to be a general tendency that in the first part of the 20th century and even in the 1970s, the pedagogical authors presented a charismatic picture of the teacher that was followed by professional description. This change coincides in time with the spread of teacher investigation. The appearance of the charismatic picture of the teacher largely happens with the compiling of lists of attributes. The professional description of the teacher takes into consideration the possibilities of the development of the abilities and how the teacher profession can be taught. Furthermore, in its methods the exact measuring and data processing are accepted. The professional description of the teacher mainly formulates competences and standards, and states the components and marks of the profession, respectively. The formation of the definition of the teacher profession follows this tendency. It can be generalized that the description of the pedagogue picture imparting knowledge happens to the lists of attributes. The picture of the teacher supporting the optimal development and working with a rich inventory can be described with competence domains and standards.

Judit Györgyiné Koncz

¹ Falus, I. refers to Tamir, P. 1988. *Subject Matter and Related Pedagogical Knowledge in Teacher Education*; Teaching and Teacher Education, 2. 99–110. in: Falus, I. 1998, ed.

² Falus, I. refers to Schön, D. A. 1983. *The reflective practioner. How professionals think in action*. Temple Smith, London.



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Györgyiné Koncz Judit (* 1956)

After passing her final examination at an art secondary school, she obtained her first degree in music and andragogy at the University of Szeged (Hungary). Then she taught in primary and secondary schools. In 1992, she applied for the Teacher



Training College of the Karoli Gaspar University of the Reformed Church in Hungary where she taught earlier music and pedagogy. Her scientific work developed on the field of pedagogy. In 2004, she obtained her PhD degree in the subject of teacher investigation at the Eötvös Lorand University in Budapest and in 2008 she got through her habilitation examination. Since 2004 till 2010 she was the deputy of the Rector of the Karoli Gaspar University, from November of 2010 she is the education director of Gál Ferenc Theological College in Szeged. Her main research fields include pedagogue investigation, teacher training, art education, health education, church education and questions of methodology. She is member of many professional and social organizations. She is married and has two adult children with Master Degree.

SUMMARY:

The dominant trends of teacher investigation in Hungary

This paper examines the studies of Hungarian authors about the pedagogue and teacher investigation from the last third of the 20th century to this day in order to map what results have arisen in the examined period, what kind of trends have developed and, in addition, which fields have already been disclosed and which need to be researched in the future. Starting from the theoretical definition of teacher investigation, this paper also intends to show how pedagogical researchers actually interpret the subject and whether we can speak about comprehensive teacher investigation in Hungary. Furthermore, parallel to the subject of interpretation, this paper also explores those approaches that are the results of independent pedagogical researchers.

Key words: teacher, teacher investigation, teacher training, reflective approach.

STRESZCZENIE:

Dominujące trendy w badaniach pracy dydaktyczno-wychowawczej nauczycieli na Węgrzech

Artykuł przedstawia badania węgierskich pedagogów na temat pracy nauczycieli. Autorka odwołuje się do wyników badań, trendów i obszarów dotyczących pedeutologii. Zwraca uwagę na badania wcześniejsze oraz na te, które powinny zostać przeprowadzone w przyszłości. Wskazuje na kierunki współczesnych i wszechstronnych badań węgierskich, dotyczących awansu i doskonalenia zawodowego nauczycieli, pracujących w tamtejszych szkołach.

Słowa kluczowe: nauczyciel, analiza badań pedeutologicznych, szkolenia dla nauczycieli, awans, doskonalenie, refleksyjne podejście.