



NYÁRI AKADÉMIA

BAJA 2023

Sommerakademie / Summer Academy / Ljetna Akademija

PROGRAM- ÉS ABSZTRAKTFÜZET

2023. június 19.



Eötvös József Főiskola, Baja
2023

TARTALOMJEGYZÉK

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Projektszám: **NEMZ-N-23-0165**

Támogatás célja: „Anyországok/nyelvnemzetek
közreműködésével megvalósuló nemzetiségi pedagógus-
továbbképzések támogatása



KÉSZÜLT MAGYARORSZÁG
KORMÁNYÁNAK TÁMOGATÁSÁVAL

2023.



PROGRAM

2023. június 19.

9.00-10.00 REGISZTRÁCIÓ

Helyszín: A épület emelet

10.00 MEGNYITÓ: dr. Szilágyiné dr. Szinger Ibolya, rektor

Helyszín: A épület 88-as terem

PLENÁRIS ELŐADÁS

10.00-11.15 Dr. Sárvári Tünde: Legyen élmény a nyelvtanulás!

Helyszín: A épület 88-as terem

SZEKCIÓELŐADÁSOK

Német nemzetiségi óvodapedagógusok szekciója

Helyszín: C épület 56-os terem, Német Módszertani Kabinet

Német nemzetiségi tanítók szekciója

Helyszín: C épület 32-es terem

Horvát nemzetiségi tanítók és óvodapedagógusok szekciója

Helyszín: C épület 39-es terem

Angol szakos tanítók és tanárok szekciója

Helyszín: C épület 35-ös terem

PROGRAM

19 June 2023

9.00-10.00 REGISTRATION

Venue: Building A, 1st floor

10.00 OPENING SPEECH: Ibolya dr. Szilágyiné dr. Szinger, rector

Venue: Building A, Room 88

PLENARY LECTURE

Dr. Sárvári Tünde: Make language learning an experience!

Venue: Building A, Room 88

SECTIONS

German nationality kindergarten teachers

Venue: Building Room, Room 56 - German Methodology Cabinet

German nationality teachers

Venue: Building C, Room 32

Croatian nationality teachers and kindergarten teachers

Venue: Building C, Room 39

Primary and secondary school teachers of English

Venue: Building C, Room 35

SZEKCIÓELŐADÁSOK

Német nemzetiségi óvodapedagógusok szekciója

Helyszín: C épület 56-os terem, Német Módszertani Kabinet

Szekcióvezető: Manzné dr. Jäger Mónika

11.30- 12.30	MANZNÉ DR. JÄGER MÓNIKA	„A gyermekek maguktól nem válnak kétnyelvűvé”
12.45- 13.45	Szünet	
13.45- 14.45	MANZNÉ DR. JÄGER MÓNIKA	Minőségbiztosítás – a korai német nyelvi kompetenciák megfigyelése
14.45- 15.00	Szünet	
15.00- 16.00	MANZNÉ DR. JÄGER MÓNIKA	Jó gyakorlatok: kétnyelvű gyermeknevelés
16.15- 18.15	Országos tanösvény-látogatás az MNÁMK-ban	

Német nemzetiségi tanítók szekciója

Helyszín: C épület 32-es terem
Szekcióvezető: Putterer Elisabeth

11.30- 12.30	DR. TRIPPÓ SÁNDOR	Végre kezdődik a nyári szünidő! oktató videók németórán
12.45- 13.45	Szünet	
13.45- 14.45	DR. SÁRVÁRI TÜNDE	Varázslatos könyvek németórán
14.45- 15.00	Szünet	
15.00- 16.00	DR. TRIPPÓ SÁNDOR	Ötletek német nemzetiségi általános iskolák projektjeihez
16.15- 18.15	Országos tanösvény-látogatás az MNÁMK-ban	

Horvát nemzetiségi tanítók és óvodapedagógusok szekciója

Helyszín: C épület 39-es terem
Szekcióvezető: dr. sc. Morana Plavac

11.30-12.30	PROF. DR. SC. EMINA BERBIĆ KOLAR	Ivan Filipović születésének kétszázadik évfordulójára
12.45-13.45	Szünet	
13.45-14.45	PROF. LJUBICA NEDIĆ	Környezettudatos könyvtári workshop óvodás és általános iskoláskorú gyermekek számára – jó gyakorlat példákkal
14.45-15.00	Szünet	
15.00-16.00	PROF. DR. SC. RUŽICA KOLAR- ŠUPER – PROF. DR. SC. ZDENKA KOLAR-BEGOVIĆ	A matematikai feladatok új kultúrája
16.00-16.15	Szünet	
16.15-17.15	IZV. PROF. DR. ART. MARKO ŠOŠIĆ	Gyermekek – művészeti tevékenysége és közössége – jó gyakorlat példa

Angol szakos tanítók és tanárok szekciója

Helyszín: C épület 35-ös terem

Szekcióvezető: dr. Pogány Csilla

11.30-12.15	DR. MOLNÁR CLAUDIA	Készségfejlesztés a nyelvtanulás korai szakaszában videók használatával
12.30-13.30	Szünet	
13.30-15.00	OSVÁTH ERIKA	Önfejlesztés a gyakorlatban
15.00-15.15	Szünet	
15.15-16.45	DR. LO BELLO MAYA	Az őshonos amerikai legendák alkalmazása a tanítójelöltek kulturális érzékenyítésében
16.45-17.00	Szünet	
17.00-18.30	TRENTINNÉ DR. BENKŐ ÉVA	Gőzerővel a STEAM-ért óvodás és kisiskoláskorban: Interaktív műhelyfoglalkozás EFL és CLIL pedagógusok számára

SECTIONS

German nationality kindergarten teachers

Venue: Building Room, Room 56 - German Methodology Cabinet

Section leader: Manzné dr. Jäger Mónika

11.30-12.30	MANZNÉ DR. JÄGER MÓNIKA	'Children do not become bilingual on their own'
12.45-13.45	Break	
13.45-14.45	MANZNÉ DR. JÄGER MÓNIKA	Quality assurance – the observation of very young learners' German language competences
14.45-15.00	Break	
15.00-16.00	MANZNÉ DR. JÄGER MÓNIKA	Good practices: bilingual child education
16.15-18.15	The National Learning Trail of the German Minority living in Hungary - The Cultural Centre of the German Minority in Hungary	

German nationality teachers

Venue: Building C, Room 32

Section leader: Putterer Elisabeth

11.30-12.30	DR. TRIPPÓ SÁNDOR	Finally summer vacations! Teaching ideas with simple short videos
12.45-13.45	Break	
13.45-14.45	DR. SÁRVÁRI TÜNDE	Magical books in the language classroom
14.45-15.00	Break	
15.00-16.00	DR. TRIPPÓ SÁNDOR	Delicious? Culinary impulses for student projects
16.15-18.15	The National Learning Trail of the German Minority living in Hungary - The Cultural Centre of the German Minority in Hungary	

Croatian nationality teachers and kindergarten teachers

Venue: Building C, Room 39

Section leader: dr. sc. Morana Plavac

11.30-12.30	PROF. DR. SC. EMINA BERBIĆ KOLAR	On the two hundredth anniversary of the birth of Ivan Filipović
12.45-13.45	Break	
13.45-14.45	PROF. LJUBICA NEDIĆ	Green library workshops for preschool and primary school children at the Faculty of Education in Osijek - examples of good methodological practice
14.45-15.00	Break	
15.00-16.00	PROF. DR. SC. RUŽICA KOLAR- ŠUPER – PROF. DR. SC. ZDENKA KOLAR- BEGOVIĆ	The new culture of maths problems
16.00-16.15	Break	
16.15-17.15	IZV. PROF. DR. ART. MARKO ŠOŠIĆ	Children's artwork and community - an example of good practice

Primary and secondary school teachers of English

Venue: Building C, Room 35

Section leader: dr. Pogány Csilla

11.30-12.15	DR. MOLNÁR CLAUDIA	Skills building with videos for young learners
12.30-13.30	Break	
13.30-15.00	OSVÁTH ERIKA	Self-development in practice
15.00-15.15	Break	
15.15-16.45	DR. LO BELLO MAYA	Utilizing Indigenous Legends to Foster Cultural Sensitivity in International Preschool Teacher Trainees
16.45-17.00	Break	
17.00-18.30	TRENTINNÉ DR. BENKŐ ÉVA	Unlocking the power of STEAM: An interactive workshop for EFL and CLIL educators of young learners

ABSZTRAKTOK

Berbić Kolar, Emina

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O dvjestotoj obljetnici rođenja Ivana Filipovića

Radom će se prikazati presjek života i rada Ivana Filipovića, najznačajnijega hrvatskog učitelja. Filipović je rođen u V. Kopanici 24. 6. 1823. Školovao se u rodnom mjestu, Vinkovcima i S. Mitrovici. U vremenu svoga djelovanja bio je ispred svoga vremena u pogledu metoda poučavanja, statusa učitelja u društvu, posebice položaja učiteljica u društvu i njihove plaće. Zalagao se za bolje uvjete i duže školovanje svakoga djeteta, kao i za odvajanje vjeronauka iz škole. Za svoga života nije bio najbolje shvaćen te je zbog neposluha prema crkvi i državi bio zatvoren šest mjeseci, uzrok njegovu pritvaranju bila je pjesma Domородna utjeha. Iz korespodencije s njegovim najboljim prijateljem Andrijom Torkvatom Brlićem saznajemo puno osobnih detalja iz Filipovićeve života i rada. Današnja najprestižnija nagrada u sustavu odgoja i obrazovanja nosi upravo ime Ivana Filipovića. Nagrada je to koja se dodjeljuje za izniman uspjeh u sustavu odgoja i obrazovanja. Nagradu dodjeljuje Republika Hrvatska.

Ključne riječi: dvjestota obljetnica, Ivan Filipović, učiteljstvo

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About the two-hundredth anniversary of the birth of Ivan Filipović

The work will present a cross-section of the life and work of Ivan Filipović, the most important Croatian teacher. Filipović was born in V. Kopanica on June 24, 1823. He was educated in his hometown, Vinkovci and S. Mitrovica. He was ahead of his time in terms of teaching methods, the status of teachers in society, especially the position of female teachers in society and their salary. He advocated for better conditions and longer education for every child, as well as for the separation of religious education from school. During his lifetime, he was not well understood, and for disobedience to the church and the state, he was imprisoned for six months, the reason for his detention was the song Native Consolation. From the correspondence with his best friend Andrija Torkvat Brlić, we learn a lot of personal details from Filipović's life and work. Today's most prestigious award in the education system is named after Ivan Filipović. The award is given for excellent results in education.

Keywords: 200th anniversary, Ivan Filipović, teacher

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„Kinder werden nicht allein zweisprachig“

Nach dem Überblick über die wichtigsten Theorien und Modelle der frühen Deutschförderung sowie über die psycholinguistischen Voraussetzungen werden konkrete Strategien und Verfahrensweisen detailliert dargestellt und in Gruppen diskutiert. Im Einklang mit dem Zitat von Egger sind Sprachmodelle, Kommunikationspartner und SprachpädagogInnen wichtige Akteure der Förderungsprozesse, deshalb müssen viele Fragen geklärt werden: Bewusste Modellfunktion, Strategien der SprachpädagogInnen, mögliche Reaktionen der Kinder in den verschiedenen Phasen des Spracherwerbs sowie Umgang mit „Fehlern“. Zum Schluss werden praktische Empfehlungen für die frühe Deutschförderung mit Kindern formuliert.

Schlüsselwörter: sprachliche Sozialisation, imitativer Spracherwerb,
Sprachmodellfunktion

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„Children do not become bilingual on their own“

After an overview of the most important theories and models of early German language development and its psycholinguistic prerequisites, exact and detailed strategies and procedures will be presented and discussed in groups. In accordance with Egger's language models, communication partners and language educators are important participants in the process of language development, therefore, several questions need clarification: conscious model roles, language educators' strategies, children's possible reactions given in the various stages of language acquisition and ways to deal with "mistakes". Finally, the workshop will provide practical recommendations for early German language development.

Keywords: Linguistic socialization, imitative language acquisition, language
model roles

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Qualitätssicherung – Sprachstandsbeobachtung in der frühen Deutschförderung

Was bedeutet Qualitätssicherung in der frühen Deutschförderung? Im Workshop werden Ziele und Aufgaben der frühkindlichen Deutschvermittlung, sowie Kommunikationsstrukturen vorgestellt. Kurz werden Vor- und Nachteile von „Sprachtests“ aus Deutschland in Gruppenarbeit besprochen. Was sollen wir einsetzen: Sprachtests oder Sprachstandsbeobachtungen?

Auch mögliche Beobachtungsverfahren im ungarndeutschen Bildungswesen werden zur Diskussion gestellt. Da sich eine jede Kindergruppe in einem anderen Tempo auf dem Wege der frühen Zweisprachigkeit befindet, werden Vorschläge für die tägliche Arbeit formuliert.

Schlüsselwörter: Qualitätssicherung, Sprachstand, Beobachtungsverfahren

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Quality assurance – the observation of very young learners' German language competencies

What does quality assurance mean in early German language development? The workshop will present goals and tasks of teaching German in early childhood, as well as communication structures. The advantages and disadvantages of "language tests" from Germany will also be briefly discussed in group work. What should we use: formal assessment or monitoring?

Furthermore, possible observation methods in the education system of the German minority living in Hungary will also be examined. Since groups of children can be at different stages of early bilingualism, suggestions will be made for daily work.

Keywords: Quality assurance, language level, observation procedures

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Gute Praxis: zweisprachige Kindererziehung

Im Workshop werden gute Wege zur frühkindlichen Zweisprachigkeit in Videobeispielen gezeigt, um durch dargestellte und diskutierte beispielhafte Möglichkeiten mehr Motivation für die Alltage sichern zu können. Eigeninitiativen mit PPT-Beiträgen sowie Erfahrungsaustausch bilden den zweiten Teil der Veranstaltung.

Kindgemäße Deutschförderung macht Spaß und benötigt sprechfreudige, kreative SprachpädagogInnen.

Schlüsselwörter: gute Praxis, Zweisprachigkeit, kindgemäße Deutschförderung

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Good practices – bilingual child education

The workshop will show good examples to support early childhood bilingualism through videos, and also, we will discuss ways to increase motivation for everyday life through presented and discussed exemplary possibilities. In the second part of the event individual initiatives with PPT contributions and exchange of experiences will take place.

Age-appropriate German language development is fun and requires creative language teachers who are willing to speak.

Keywords: good practice, bilingualism, age- appropriate German language development

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Landeslehrpfad der Ungarndeutschen – UBZ

Der Landeslehrpfad der Ungarndeutschen befindet sich in Baja/Baja auf dem Gelände des Ungarndeutschen Bildungszentrums. Der thematische Weg besteht aus acht Stationen und zu jeder Station gehören eine zweisprachige Tafel, Installationen und Gegenstände im Umfeld sowie ein Begleitheft. So werden Informationen zum gleichen Thema auf drei verschiedene Weise vermittelt. Das Motto des Landeslehrpfades ist „Vergangenheit hat Zukunft“ und in diesem Sinne werden die Gemeinschaften der Ungarndeutschen in den Mittelpunkt gestellt, denn diese können zum Erhalt unserer Sprache, Identität und Kultur am besten beitragen.

Die Stationen werden durch eine fachliche-methodische Führung vorgestellt. An der ersten Station wird eine in Originalgröße errichtete Ulmer Schachtel besichtigt, auf der die Kolonisten aus verschiedenen deutschen Gebieten im 18. Jahrhundert donauabwärts in die neue Heimat gefahren sind. Erfahren kann man vieles über die Verhältnisse der Fahrt (Was bedeutet „schoppern“?), über Familien- und Dorfgemeinschaften, über Berufe, Sitten und Bräuche sowie Religion, über Dialekte (durch Hörbeispiele) und Zukunftsperspektiven der Ungarndeutschen – alles hautnah, mit kreativen Installationen auch für Kindergruppen schmackhaft dargeboten.

Schlüsselwörter: Lehrpfad, Ulmer Schachtel, Symbol der Ansiedlung,
Gemeinschaften, Identität

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The national learning trail of the German minority living in Hungary – The Cultural Center of the German Minority in Hungary

The national learning trail of the German minority living in Hungary is located in Baja on the premises of the Cultural Centre of the German Minority in Hungary. The thematic path consists of eight stations and each station includes a bilingual board, installations, and objects as well as an accompanying booklet. Therefore, information is conveyed in

three different ways. The motto of the national learning trail is "Past has a future" and is centred around the communities of the German minority living in Hungary, as they can best contribute to the preservation of the language, identity, and culture.

The stations will be visited through a guided tour. At the first station a life-size Ulmer Schachtel will be shown, on which the colonists travelled down the Danube from different parts of Germany to their new homeland in the 18th century. You can gain information about the circumstances of the trip, about family and village communities, jobs, customs as well as religion, dialects (through audio samples) and future prospects of the German minority living in Hungary – to end up with creative installations meant for groups of children.

Keywords: Learning trail, Ulmer Schachtel, symbol of settlement, communities, identity



Quelle: mnamk.hu

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Nova kultura matematičkih zadataka (jezik radionice-hrvatski)

Na radionici će se sudionici upoznati s tipovima matematičkih zadataka koji doprinose razvoju inovativnosti, sposobnosti rješavanja problema te razvoju kritičkoga mišljenja. Jedan od načina unapređivanja kulture matematičkih zadataka su zadaci otvorenog tipa. Rješavanje problema otvorenog tipa pobuđuje interes te doprinosi razvoju matematičkih sposobnosti. Naglasak je na procesu rješavanja problema. Kroz niz primjera različitog karaktera ilustrirat će se problemi otvorenog tipa iz različitih područja matematike. Razmatrat će se strategije koje se mogu koristiti za kreiranje zadataka otvorenog tipa. Na primjerima će se ilustrirati korištenje strategija za prevođenje standardnih zadataka u zadatke otvorenog tipa.

Ključne riječi: rješavanje problema, problem otvorenog tipa, kreiranje zadataka otvorenog tipa, matematičke sposobnosti

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At the workshop, we will learn about the types of mathematical tasks that contribute to the development of innovation, problem-solving skills, and critical thinking. One of the ways to improve the culture of mathematical tasks is through open-ended tasks. Solving open-ended tasks stimulates interest and contributes to the development of mathematical skills. The focus is on the problem-solving process. Open-ended tasks from different areas of mathematics will be illustrated through a series of examples of different nature. Strategies for creation of open-ended tasks will be discussed. The application of strategies for transforming standard into open-ended tasks will be illustrated on examples.

Keywords: problem-solving, open-ended problem, creating open-ended tasks, mathematical skills

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Utilizing Indigenous Legends to Foster Cultural Sensitivity in International Preschool Teacher Trainees

As future preschool educators who will presumably teach in international institutions, the teacher trainees enrolled in the International Kindergarten BA Programme at ELTE TÓK must receive a foundation in intercultural communication. Yet fostering a sense of cultural sensitivity must preclude any exercise in developing intercultural communication. I contend that cultural sensitivity demands the kind of critical thinking skills that recognise and confront the processes that lead to stereotyping (frequently based on ethnotypes). In today's world, it is particularly important that future educators understand how the phenomenon known as "the gaze" objectifies, sexualises, and frequently orientalises cultures that are relegated to belonging to the Other. This workshop demonstrates how children's cartoons teach this way of "seeing" before introducing the Haudenosaunee creation myth, Sky Woman Falling, to offer some best practices in exposing children to new cultures.

Keywords: cultural sensitivity, intercultural communication, internationalisation, indigenous legends

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Készségfejlesztés a nyelvtanulás korai szakaszában videók használatával

A videók használata hatékony eszköz számos (integrált) készség fejlesztéséhez. Ebben a műhelymunkában azt fogjuk megvizsgálni, hogyan lehet egy videót az olvasáson keresztül az íráskészség fejlesztésére használni az YL-eknél. A videók tökéletes eszközök a differenciáláshoz és a tanulóink egyéni igényeinek kielégítéséhez is, mind az egyéni munka során, mind a kiscsoportos munka során. Az egyéni igények nem csak a tanulási nehézségekkel küzdőkre, hanem minden tanulóra kiterjednek, készségszinten, nyelvi szinten és képességszinten egyaránt.

Kulcsszavak: integrált készségek, képességfejlesztés

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Skills development for Young Learners, through the use of videos

The use of videos is a powerful tool for developing a range of (integrated) skills. In this workshop, we shall be exploring how a video can be used to develop writing skills in YLs, through the use of reading. Videos are also perfect tools for differentiation purposes and meeting the individual needs of our learners, both during individual work and when working in small groups. Individual needs span, not only those with learning difficulties but all learners, on a skills level, language level, and at ability level.

Keywords: interating skills, skills development, young learners

Nedić, Ljubica

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Radionice Zelene knjižnice FOOZOS za djecu predškolske i školske dobi - primjeri dobre metodičke prakse

Predmet proučavanja zelene pedagogije je ekološki odgoj pojedinca, ali i cjelovitoga društva. Izvedbenim planom nastave studija Učiteljskog studija i Ranoga i predškolskoga odgoja i obrazovanja na Fakultetu za odgojne i obrazovne znanosti studenti usvajaju znanja, vještine i sposobnosti potrebne za analizu i interpretaciju činjenica vezanih uz ekologiju. Kao budući učitelji i odgojitelji, studenti stječu znanja o ekološkom odgoju i ekološkoj održivosti. Zelena knjižnica FOOZOS tijekom cijele akademske godine obilježava eko dane i to radionicama s djecom predškolske i mlađe školske dobi. To je prigoda studentima za aktivno uključivanje u radionice koje će u budućemu radu primjenjivati na svojem radnom mjestu u radu s korisnicima. Rad donosi primjere metodičkih razrađenih radionica ekološkoga sadržaja kao što su Dan planete Zemlja. Iskustva dobre prakse mogu biti poticaj i motivacija za primjenu kreativnosti koja počiva u svakome čovjeku samo je treba potaknuti na primjenu.

Ključne riječi: odgojitelji, radionice, studenti FOOZOS, učitelji, zelena pedagogija

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Green library workshops for preschool and primary school children at the Faculty of Education in Osijek Examples of good methodological practice

The subject of teaching of green pedagogy is ecological education of individuals as well as ecological education of the whole society. Through Faculty of Teacher Education and Faculty of early childhood and Preschool Education students acquire different skills and competencies that are needed for the analysis and the interpretation of ecology related facts. As future teachers and preschools teachers, students gain knowledge about ecological education. Throughout the entire academic year, Green library holds different eco-days with workshops that are aimed at preschool and primary school children. That gives students the opportunity to be actively involved in workshops. This paper shows examples of methodologically elaborated workshops that are related to ecological topics such as Earth Day. Different experiences of good methodological practice can stimulate and motivate others to use the creativity that lays within them but needs some encouragement so that it can be applied.

Keywords: preschool teachers, workshops, students at the Faculty of Education, teachers, green library

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Önfejlesztés a gyakorlatban

Az életkézségek fejlesztésének fontossága az oktatásban hangsúlyosabbá vált manapság mint eddig bármikor az életünk során. Ha egy jobb világban szeretnénk élni, elsősorban nekünk kell jobb emberré, tanárrá válnunk és segítenünk kell diákjainknak is ezen az úton. A műhelymunka során betekintést nyerünk egy néhány önfejlesztő gyakorlati eszközbe, amik közvetett vagy közvetlen segítségével a diákjainkat is támogathatjuk ezen az ösvényen. Olyan kérdésköröket boncolgatunk, mint "Milyen lehetőségeim vannak az önfejlesztésre és ezek hogyan néznek ki a gyakorlatban?" "Milyen önfejlesztési utak vannak egy nyelvórán?" Gyertek egy közös felfedési útra!

Kulcsszavak: önfejlesztés, jobb világ, gyakorlati eszközök

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Self-development

The importance of life skills in education has become more pronounced than ever before. If we aim to live in a better world, first of all, we need to help ourselves and our students to turn into better human beings, and academic knowledge and skills are simply not enough. In this workshop, we are going to look at tools to develop ourselves and help our students walk on their own developmental paths. We will be exploring questions such as "What are some opportunities for us to develop as a person, as an educator, as a student?" "What are some of these developmental paths in practice?" "What does this look like in the EFL classroom?" Come along to discover our answers together!

Keywords: self-development, a better world, practical tools

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Legyen élmény a nyelvtanulás!

Az élménypedagógia, az élményalapú tanulás napjainkban egyre nagyobb teret hódít a köznevelésben, így a (nemzetiségi) nyelvoktatásban is. Az interaktív előadás keretében egyrészt megismerjük az élménypedagógia gyökereit, másrészt áttekintjük a (nemzetiségi) nyelvoktatásban is sikerrel alkalmazható élményalapú módszereket és tanulásszervezési módokat (interkulturális nevelés, drámapedagógiai gyakorlatok, felfedezéssel tanulás, kooperatív tanulás, projektmunka, játékok). Ha a nyelvórákat az említett elvek mentén tervezzük és valósítjuk meg, lehetővé tesszük, hogy diákjaink akár tantermi környezetben is átéljék, megtapasztalják, mi mindenre használható a megszerzett nyelvtudásuk, és teljességükkel vehetnek részt a nyelvtanulási folyamatban.

Kulcsszavak: élménypedagógia, nyelvoktatás, élményalapú módszerek

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Make Language Learning an Experience!

Experiential pedagogy, experience-based learning, is gaining more and more importance in public education these days, including (national) language education. In the framework of the interactive presentation, we will learn about the roots of experiential pedagogy on the one hand, and on the other hand, we will review experience-based methods and ways of organizing learning that can also be successfully applied in (national) language education, like in intercultural education, drama pedagogy exercises, discovery learning, cooperative learning, project work, games). If we plan and implement the language lessons according to the mentioned principles, we enable our students to experience them even in a classroom environment, to experience what their acquired language skills can be used for, and to fully participate in the language learning process.

Keywords: Experiential pedagogy, language education, experience-based methods

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Der Zauber der Bücher im Deutschunterricht

Das Ziel des modernen Fremdsprachenunterrichts besteht darin, die sprachliche Handlungsfähigkeit der Lernenden zu fördern. Im Frühbeginn steht dabei die Mündlichkeit im Vordergrund, aber auch in diesem Fall dienen Bücher als hervorragende Inputquellen. Das Zuhören beim Vorlesen von Märchen und Geschichten, das gemeinsame „Lesen“ und Besprechen von Bilderbüchern führen die Kinder in die Lese- und Schriftkultur ein, entwickeln die Freude und das Interesse am Lesen und bereiten das zukünftige selbstständige Lesen vor. Im Workshop befassen wir uns mit Kinderbüchern, die im Primarbereich sprachanregende Aktivitäten ermöglichen, und durch die Magie des Lesens sowohl die Lese- als auch die Leser-Kompetenz der Kinder entwickeln.

Schlüsselwörter: Kinderbücher als Inputquellen, Einführung in die Lese- und Schriftkultur, Förderung der Lese- und Leser-Kompetenz

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The magic of books in German lessons

The aim of modern foreign language teaching is to promote the learner's speaking skills. Even though oral communication is the focus foreign language development in early childhood, books also serve as excellent sources of input. Listening to fairy tales and stories, reading and discussing picture books together introduce children to the culture of reading and writing, increase joy and interest in books and prepare them for future independent reading. In the workshop we will look at children's books, which offer possibilities for language-stimulating activities in primary education and develop children's reading and literacy skills through the magic of reading.

Keywords: children's books as input sources, introduction to the culture of reading and writing, developing reading skills

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Dječji likovni rad i zajednica

Ovo predavanje elaborira sve postojeće i potencijalne postupke u prezentaciji i vidljivosti dječje likovne kreativnosti. Iako je dječji likovni rad vidljiv najčešće u samim prostorima dječjih vrtića i škola, moguće ga je prezentirati i široj javnosti i to kroz suradnju s muzejima i galerijama, ali i u suvremenim medijima, poput web stranica i društvenih mreža. Otvorenost muzeja i galerija za ovakve atipične izložbe raste sve više, zahvaljujući muzejskoj pedagogiji ali i edukaciji odgojitelja i učitelja. Predavanje će biti popraćeno prezentacijama iz primjera dobre prakse.

Ključne riječi: likovni rad, dječji likovni rad, muzejska pedagogija, izložba

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Children's artwork and community

This lecture elaborates on all existing and potential procedures in the presentation and visibility of children's artistic creativity. Although children's art work is visible most often in the spaces of kindergartens and schools, it is also possible to present it to the general public through cooperation with museums and galleries, but also in modern media, such as websites and social networks. The openness of museums and galleries for such atypical exhibitions is growing more and more, thanks to the museum pedagogy as well as the education of educators and teachers.

The lecture will be accompanied by presentations from examples of good practice.

Keywords: art work, children's art work, museum pedagogy, exhibition

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Unlocking the power of STEAM: An interactive workshop for EFL and CLIL educators of young learners

The focus of this interactive workshop for EFL teachers of young learners is on CLIL (Content and Language Integrated Learning), where STEAM will offer the content: Science, Technology, Engineering, Arts and Mathematics. While STEAM education aims to awaken students' curiosity in scientific, technical and artistic fields to deepen their understanding of the world, this workshop aims to spark teachers' interest in connecting STEAM and CLIL to inspire communication, creativity, problem-solving, collaboration, and fun. In the workshop, we will try various hands-on activities and reflect on our experiences to investigate the potential of STEAM for foreign language teaching and learning. Active participation and exploration of further ideas will be encouraged to empower the participants for STEAM education in the young learners' classroom.

Keywords: CLIL (Content and Language Integrated Learning), STEAM (Science, Technology, Engineering, Arts and Mathematics), hands-on experiences, reflections

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Endlich Sommerferien! Unterrichts Anregungen mit einfachen Erklärvideos

Ausgehend von praxisorientierten Beispielen erleben wir in diesem Workshop die vielfältigen Einsatzmöglichkeiten von Erklärvideos in der Grundschule. Die Teilnehmenden bekommen dabei die Möglichkeit, aus bunten Fotos eine Online-Postkarte zu gestalten.

Schlüsselwörter: Unterrichtsprojekte, Erklärvideos, Lernerorientierung

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Finally summer vacations! Teaching ideas with simple short videos

Based on practical examples, in this workshop we will experience the many ways in which explanatory videos can be used in elementary school. Participants will have the opportunity to create an online postcard from colorful photos.

Keywords: school projects, explainer videos, learner-centered education

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Schmeckt's? Kulinarische Impulse für Schülerprojekte

In diesem Workshop bekommen wir spannende Einblicke in die projektorientierte Arbeit in der Grundschule: Anhand von ausgewählten Rezepten der ungarndeutschen Küche entdecken wir motivierende Aktivitäten an Lernstationen.

Schlüsselwörter: Unterrichtsprojekte, fächerübergreifendes Lernen, Lernerorientierung

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Delicious? Culinary impulses for student projects

In this workshop, we will gain exciting insights into project-based learning in elementary schools. Using selected recipes from Hungarian-German cuisine, we will discover motivating activities at learning stations.

Keywords: school projects, multidisciplinary learning, learner-centered education



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2023**