

ABSTRACTS

FAJT, BALÁZS: New dimensions of Hungarian foreign language teacher education: An analysis of higher education curricula in the light of changes and opportunities of teacher training programmes

In the past decades, Hungarian teacher education has witnessed a constant transformation, which has resulted in the current 4.5+half a year teacher education programme. The aim of this study was to explore the extent to which the current system has been better adapted to the requirements of the profession as well as the literature, and the present paper investigated the proportion of pedagogical-psychological, disciplinary-professional and methodological subjects. The paper provides a historical overview of teacher training in Hungary, more precisely the changes in English as a Foreign Language teacher education from the change of regime onwards, paying particular attention to the introduction of CETTs, the changes introduced with the Bologna process and the successes and failures of the different teacher training programmes. In the second half of the paper, curricula of higher education institutions offering a teacher training programme for teachers of English as a Foreign Language and Culture in Hungary were reviewed. The results show that, although the structure of teacher education has undergone significant changes over the years, teacher education continues to face different challenges in terms of the optimal distribution of pedagogical, psychological, professional and methodological content in relation to each other. Differences between higher education institutions demonstrate the need to move towards more standardised teacher education programmes in the future.

Keywords: *higher education, education reforms, language teacher training, model curricula*

TESSÉNYI, JUDIT – KUN, ZSUZSANNA – KATONA, NORBERT: Evaluation of gamification experiences among Hungarian university students

The purpose of the study is to assess the experiences of gamification among Hungarian university students with the help of a historical-research based, and validated quantitative research of 570 people, and to examine the impact of competition and social connection on dimensions of gamification, while revealing the correlations related to gender and age groups. A questionnaire was based on a systematic domestic and international literature review. The study pointed out that it is worth first identifying the added group of students along several dimensions in order to improve learning efficiency, furthermore the „cooperation in a team” and the „competition” are two new factors that should be kept in mind in addition to the previous ones. The results underline that, in addition to the learning goal, gamification tools must also be adapted to the composition and dynamics of the given learning group, as well. The special feature of the study is that during the survey, students from a total of 15 higher education institutions filled out the questionnaire.

Keywords: *gamification, education, educational technologies, digital education*