

students to be familiar with some of the known algorithms. However, to understand an algorithm is not easy for beginner programmers, because they use abstract concepts. Algorithm animations might create a bridge between these abstract concepts and real life situations. They can be especially helpful when students are active participants of these animations. To help students and teachers, we created a portal (www.algoanim.ide.sk), where we have tried to collect and categorize interactive algorithm animations and visualizations.

MARGARETA VÉGH: *The use of the cooperative method called Gallery walk in a mathematics classroom*

Besides efficiently solving exercises, the quality of the course of thoughts is very important. Another important aspect concerns the students' motivation while solving exercises. The aim of my presentation is to introduce a cooperative form of work and the efficiency of two cooperative classes. I used the Gallery walk method with sixth graders, the topic of the first lesson being prime factorization, respectively the calculation of the highest common factor and the lowest common multiple. The topic of the next cooperative lesson was operations with fractions.

ERIKA VERES: *Care of gifted in Beregszász - First steps in the research*

In September 2015 I began my studies at the Doctoral School of Mathematics and Computer Sciences of University of Debrecen. In addition, I teach in Ferenc Rakoczi II. Higher Vocational Educational Institution of the Transcarpathian Hungarian Institute. In my presentation I'll show you a few samples from my first attempts. More specifically I want to present study group exercises which I selected for the 8th class for the second round of Ukrainian Mathematics Competition 2015. I'll show you the solution of the tasks and the analysis too.

ADRIENN VINCZÉNÉ-VARGA - IMRE KOCSIS - ATTILA VÁMOSI: *Experiences with using mathematical software*

Mathematical computations are dominated by a wide range of software in many areas of engineering science and education. In an ideal case the user has precise knowledge about the mathematical process in the background. Among others one should be able to keep the results under strict control. In this talk we would like to present some examples where such a theoretical checking is unavoidable to avoid false results.

MÁRTON VISNOVITZ: *Aspects for choosing a programming language for education*

Implementing algorithms is an integral part of teaching programming and data modeling in high school. For this the teacher has to choose a programming