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Rita Pletl (2016): Teaching mother tongue. Capabilities and possibilities in the Hungarian language vocational training [Anyanyelvoktatas. Adottsagok es lehetosegek a magyar tannyelvu szakkepzesben]. Cluj-Napoca: Abel Publisher.

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In the academic year of 2015/2016, Rita Pletl and a group of researchers in Tîrgu-Mureş pursued a national, representative and diagnostic research. Its importance rests in its necessity, actuality and its integrative character, as in the previous decades we cannot find a representative research of such a large reach regarding the vocational training in mother tongue in Romania among the research pursued in the Hungarian educational system of Romania, which presents an objective overview of the level of linguistic competences in mother tongue of the students attending vocational training their language of training being Hungarian. On the other hand, we can affirm that the research we refer to in this writing is a necessary and non-delayable task of the current research on education as it outlines domains and matters whose immediate resolution and correction is an urgent duty of the education in mother tongue.

Present volume of treatises is the sixth piece of the series entitled Anyanyelvoktatas (Teaching Mother Tongue) and represents integral part of the series which presents the experiences of a national survey begun earlier, and which, given its diagnostic and revealing character, proposes to map the efficiency of mother tongue education in Romania, meaning the performances and competences of students. The partial results, research phases, respectively the special levels of this multiannual extensive research have been published as the research progressed in several volumes of treatises by the organiser of the research, Rita Pletl.

The volume entitled 'Facilities and possibilities of vocational training in Hungarian language' (Adottsagok es lehetosegek a magyar tannyelvu szakkepzesben) reports on the experiences of the survey pursued in the school year 2014-2015 based on the previous competence-survey also extended to vocational high schools pursued a year before. The volume at issue presents the facilities and possibilities of the vocational

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training in Hungarian based on the results of an empiric enquiry which surveys the level of mother tongue linguistic competences of students attending vocational training. The former reports on the results of the survey on the level of cultural literacy (text comprehension and written expression) of pupils attending vocational high schools, the latter sums up the studies treating the many-sided surveys pursued in the field of vocational higher education for engineers.

The first treaty of the volume called 'The Legal Aspects of Minority Vocational Training' (A kisebbségi szakkepzés jogi viszonylatai) presents legal aspects of vocational training pursued in the language of minority citizens, the laws, statutory rules, ministerial decrees that rule vocational training, and all the legal measures regarding vocational training taken between 1990 and 2015. The author of the study Iren Beatrix Jekey after summing up the legal modifications within the domain states that the valid laws on education guarantee the legal framework needed for the efficient organisation, functioning and improvement of vocational training pursued in the language of minority citizens. This represents the main condition for the measures urging the modernization of the vocational training in Hungarian in Romania. The expression "facilities" in the subtitle of the volume points, among others, to this aspect.

In the second study called 'The Context, Objective, Subject and Methods of the Research' (A vizsgálat kontextusa, célja, tárgya, módszerei), the editor of the volume presents the general circumstances of the research on mapping the vocational training in mother tongue. It reviews the antecedents, objective, subject and methods of the survey on the standards of the cultural literacy of the pupils attending vocational high schools. The study unravels the fact that when planning the basic research there have both short and long-term targets been outlined. Among the direct objectives there was pointed out the survey on the cultural literacy of the pupils attending vocational high schools, the revealing of the learning motivations, of learning strategies and the correspondence between them, the summing up of the skills in using multimedia devices of the freshman students attending teacher training courses, their specialisation being engineer, as well as the survey on the correspondence between the standard of text comprehension and algorithmic thinking concerning the target group mentioned above. Among the long term objectives there figured the revealing of the correspondence between vocational training on different levels. The treaty presents in detail the circumstances and conditions of sampling, as well as the traits, dimension and stratification of the sample. According to the topic and objectives of the research, there are two target audiences: pupils in the 11th grade attending vocational high school, and the students representing the group of teacher candidates. Further, the study sums up the devices, realisation and the methods of data analysis. The competence tests used in the research was applied in case of the so-called control group as well, and during this, it became possible to measure the students' text comprehension standard, respectively the demonstration of the improvement of skills in different college years. On the base of the results of the minutely planned and organised survey, there was outlined a general situation of the

standards of cultural literacy of the Hungarian pupils in Transylvania attending vocational high school. Through control survey, there was made the comparison between the knowledge of pupils and students which made possible the demonstration of certain development tendencies.

In the third study called 'The Standard of Cultural Literacy in Mother Tongue of Pupils Attending Vocational Highschool' (A szakkozepiskolasok anyanyelvi kulturális eszköztudásának színvonala), the author analyses the results of the research presented before. The research surveys two main skills among the communication skills in mother tongue: text comprehension and the skill of creating a text. As the survey was criterion-oriented, for the reference of results the starting point was the system of requirements set in the curriculum for the eleventh grade. As consequence of the evaluation of results, the author states that the national averages in case of both skills are low. There are no significant differences among the regions. In case of more than half of pupils, the performance does not reach the expectable level for the certain educational phase. The written expression skill of pupils attending vocational high school stagnates on elementary level. The underachievement compared to curricular objectives regarding reading and text comprehension casts doubt on the skill of individual learning, as the average standard is too low for the reading to become the instrument of individual assimilation, and this points out the impossibility of assimilating professional knowledge.

The research also extended on the survey of the standard of text comprehension skills according to thinking levels. Pupils' performances on this field pointed out a close relationship with distribution data, which is the number of pupils who can complete the tasks correctly, reduces proportionately with the grade of difficulty of the thinking stages which become more and more complex. This demonstrates the fact that a somehow superior skill of reading and text comprehension has to reach a higher standard so that the problem-solving skill can be functional in higher level thinking operations. The latter is thought a significant intellectual element for the achievement of professional competence.

The fourth study of the volume called 'The Teaching Burden and Professional Experiences of Vocational High School Teachers' (Szakkozepiskolai pedagogusok tanitási terhei es szakmai tapasztalatai) presents some special aspects of the Hungarian vocational training in Romania (structure of subjects, number of lessons, contents of vocational training, the issue of school equipment, proportion of theoretical and practical training, the requirements of qualification examination etc.). In her work, the author (Zsofia Horvath) sums up the experiences and opinions of Hungarian vocational high school teachers in Romania, respectively their suggestions concerning the resolution of some deficiencies in vocational training. The opinions of teachers involved in the survey point out some problems of the Hungarian vocational training in Romania as for example the lack of technical books in Hungarian and the lack of differentiated software for professions. The research revealed the factors that at the present obstruct

the accomplishment of efficient vocational training, and at the same time, the research represents a starting point for the planning of the improvement and interference-like further research work concerning vocational training in the Hungarian language.

The fifth (Algorithmic Thinking: Discovery vs. Execution / Algoritmikus gondolkodás: felfedezés vs. végrehajtás) and sixth (Text Interpretation and Algorithmic Thinking / Szovegertelmezes es algoritmikus gondolkodás) study resonate, as their authors Katalin Harangus and Zolan Katai investigate the basic competence in computer science, the algorithmic thinking, respectively its correspondence with text comprehension skills.

The former conducts the reader into the world of algorithmic thinking. The studies seek the answer for the questions whether pupils finishing high school possess the skill of algorithmic thinking, and whether the composition of subjects set in the curriculum for sciences respectively humanities sections influence the shaping of the process of problem-solving thinking skill in case of those attending medium level training of the two types and of pupils finishing studies in the same section but having different specialisation. Comparing the results of pupils of the two sections the differences are considerable. As the modern pedagogical literature defines the skill of algorithmic or informatics thinking as a key-competence as are writing, reading and counting, the author, on the basis of the evaluation of research results states that training high school teachers in the domain of educating algorithmic thinking within their subject is imperative.

The latter study investigates a special psychological aspect of algorithmic thinking namely how programming experience influences the operations of algorithmic thinking and its levels. During the research, the author of the treatise draws the conclusion that a deepened, context-free algorithmic thinking is associated with programming experience and programming skills. This has been demonstrated by the comparing performance survey of students with different prior qualifications.

The seventh and last study of the volume (Erzsebet Szentes: Survey of Internal and External Factors with Significant Role in Shaping Professional Life at Sapientia EMTE / A szakmai eletut alakulasaban jelentos szerepet jatszo belso es kulso tenyezok vizsgalata a Sapientia Erdelyi Magyar Tudomanyegyetemen) presents the results of the research on the specific aspects of professional life pursued among students. The research pursued in all the three campuses of Sapientia EMTE, at all its faculties investigated the factors that come up in choosing the institution and specialisation, the satisfaction with the decision made, students' aspirations and professional plans. By presenting the research the reader gets an insight of the background of decisions regarding choosing their profession, the value system and attitude towards the profession chosen, which greatly influence the shaping of professional competences.

As a consequence, it can be stated, that the pedagogical and multidisciplinary research of the volume draws the attention of those interested in Transylvanian vocational training

on phenomena whose consideration is indispensable in order to improve the efficiency of vocational training in Hungarian in Transylvania. The target of pedagogical research is to contribute to the improvement of the efficiency of educational activity by revealing and deepening new information. The improvement of efficiency, the ensuring of quality and correction measures is an extremely complex process and extends on the mapping of all its components, includes the revealing of an objective overview, the set of reasons and the precise planning and organisation of intervention measures meant for the improvement of the educational activity.

The different approach of the topic which revealed certain aspects of the education in Hungarian in Transylvania outlined special and useful phenomena regarding vocational training. The data and experiences obtained during the research process as well as the suggestions made on the base of these harbours the possibilities to improve the efficiency of vocational training but shall only reach the target if the principles revealed shall emerge further measures and decisions that infiltrate as soon as possible in the practice of vocational training.