

ABSTRACTS

KAPUSI, ANGÉLA: Literature pedagogy – Attempts to define a concept

In this paper, I am taking a different approach to literature pedagogy. On the one hand, I am looking for the answer to the question of how literary works can be used for pedagogical purposes for personality development and self-knowledge. First of all, I try to define literary pedagogy starting from the concept of art pedagogy, and the concept and methods of literature pedagogy.

On the other hand, by describing a part of my own work as a teacher, I would like to present what literature pedagogy means to me in practice. And my goal is to present the purpose of teaching literature (literature pedagogy) in Hungarian classes of public education. Finally, I would like to show how literature pedagogy can be used to process taboo topics with students.

Keywords: *teaching Hungarian, literature pedagogy, art pedagogy, students from socio-culturally disadvantaged backgrounds*

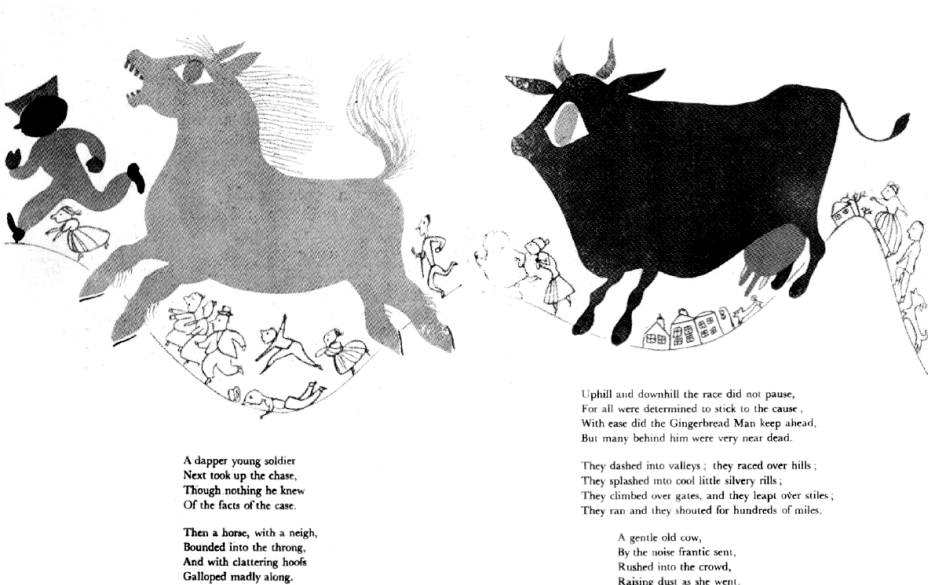


„6 éves pesti kislány rajza, színes vonalas térbrázolás”

BORSODI, ZSÓFIA – VIRÁNYI, ANITA: Learning and technology: the role of artificial intelligence in education, with particular regard to the application in special needs education

Technological advancements have increasingly integrated artificial intelligence (AI) across various sectors, including education. AI refers to machine processes that model human intelligence, typically using algorithms and large datasets. In special needs education, AI holds the potential to revolutionize teaching and learning for students with special needs by offering personalized and adaptive learning experiences. AI-based tools, such as speech recognition software, virtual reality simulations, and intelligent tutoring systems, enable educators to better meet students' individual needs, taking into account their diverse learning styles and abilities. However, numerous questions remain unanswered regarding AI's application and research in this field. The aim of our work is to contribute to a better understanding of the current state and future possibilities of AI use in special education. To this end, we have reviewed and analyzed studies investigating the application of AI in special needs education, with a particular focus on the purposes of these applications and the research methodologies employed.

Keywords: *artificial intelligence, AI, special needs education, teaching and learning*



A dapper young soldier
Next took up the chase,
Though nothing he knew
Of the facts of the case.

Then a horse, with a neigh,
Bounded into the throng,
And with clattering hoofs
Galloped madly along.

Uphill and downhill the race did not pause,
For all were determined to stick to the cause,
With ease did the Gingerbread Man keep ahead,
But many behind him were very near dead.

They dashed into valleys; they raced over hills;
They splashed into cool little silvery rills,
They climbed over gates, and they leapt o'er stiles,
They ran and they shouted for hundreds of miles.

A gentle old cow,
By the noise frantic sent,
Rushed into the crowd,
Raising dust as she went.

„Angol gyerekkönyv-illusztráció (Franciska Themerson: *My first nursery book*, G. G. Harrap & Co., London)”

TESZENYI, ELEONÓRA – MOLNÁR, BALÁZS – FENYŐ, IMRE – PÁLFI, SÁNDOR – VARGÁNÉ NAGY, ANIKÓ – RÁBAI, DÁVID – SZŐLLŐSI, TAMÁS – NATALIE CANNING: *Because I have never seen you before. Never in my life.*": Dealing with unpredictable ethical issues in early childhood research

Ethical approval for empirical research is often granted based on premeditated and often procedural ethical considerations, whereas in real life, researchers often face ethical dilemmas in unpredictable and complex situations where they are required to make morally sound choices. Furthermore, the issue of spontaneous ethical decisions that are aligned to children's rights is rarely discussed in any great depth in ethical codes of research practice.

This paper draws on two examples from a qualitative study examining children's rights involving 27 kindergartens across Hungary. For their relevance to research ethics, the examples highlight the significance of respecting children's rights (to express their views and for these views to be given due weight) as asserted in Article 12 of the United Nations Convention on the Rights of the Child (1989). The research team's reflections on the two scenarios demonstrate that along with parental consent, understanding children's wishes and monitoring their assent as research participants is paramount for researchers' ethical conduct. This includes recognising children's capacities to discuss, negotiate and re-negotiate the parameters of their participation.

This paper makes a significant contribution to discourses around research ethics by reiterating the need for ethical symmetry, which affords child participants the right to make their own decisions and to express their views and wishes in ways that suit them. We assert that ethical, empathetic attunement enables an ethically virtuous researcher to make morally sound and rights respecting decisions in unexpected ethical situations.

Keywords: *research ethics, early childhood, participatory rights*

„8 éves pesti kislány rajza, lineáris egysíkú ábrázolása a tájnak”

