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ENGLISH SUMMARY

Helene Xantus

EXPERIENCES ON TEAM-WORKLIKE TEACHING OF LOWER-FORM PUPILS

The author reports on a series of experiments lasting two years, conducted in four Budapest schools with about 250 pupils (including those of the control forms).

With the experiment, she intended to demonstrate that even 9—10 years old pupils were able to work collectively together, helping one another, and that teaching organized in this way proved to be successful. At the same time, she followed with attention the influences forming the personality, which affect pupils when they participate in team-work, and collected information from pedagogues as to whether this form of organization meant surplus work for them. Relying on the experience obtained through the two-years' experiment, this question can be answered in the affirmative. However, it should be added that the pupils worked most willingly in teams, together with their companions. And, as for the results, they were promising everywhere. Demonstrably by dispersion calculations, in certain parts of the curriculum of instructing the mother language, the standard attained by the pupils was higher than that of others learning in classes. By the end of the experiment, dispersion decreased and the standard rose, proving that this form of organization brought better results.

By the publication of the formula and the data of the dispersion calculations, the presentation of the said results is made more expressive. The quoted statements of teachers show that, in spite of the surplus work involved, they were willingly teaching the pupils when these were organized in groups for team-work, because they could see that when working in this form of organization, the activity and independence of the children increased. Finally, the statements of the pupils give account of how much they like to work in common with their companions, which they have no occasion to do during work in classes. In one of the forms a novel attempt was made, there the pupils independently and individually learned a part of the subject-matter marked for the given class from a programmed booklet, and formed groups of 4—5 children in the order they got ready, were given out exercises for practising, then, in the further part of the class, they went on to work in groups. In this form the results proved to be the best of all.

István Bábosik, Mária M. Nádasi

EXAMINATION OF THE CHARACTERISTICS OF THE PUPILS' COLLECTIVE BEHAVIOUR IN A NATURAL PEDAGOGIC SITUATION

The authors examine how the standard of moral consciousness of personality contributes to the formation of firm tendencies of behaviour; at the same time they also try to find an answer to the question of research methods: whether team-work, as a natural experimental situation is suitable to call forth and render apt for examination tendencies of behaviour characteristic of the personality.

With a view to clearing up these problems, they set up a pre-arranged experiment in the course of teaching Hungarian language and literature in the 6th form of elementary school, for a half-year. By way of preparation for the experiment, both in the experimental and in the control form, the standard of moral consciousness was examined by means of questionnaires, then, founded on the results thus obtained, positive and negative representative groups were formed. (The positive representative group consisted of the pupils who displayed the highest standard of moral consciousness in the form, the negative one were those whose standard was lowest.) In the course of the experiment, education was frontal in the control form, while in the experimental one the children worked in teams. On every occasion the authors made full records of the activity of the two representative groups, setting down the pupils' participation by means

of time sampling. After the experiment the examination of the standard of consciousness was repeated in both forms.

Upon having expounded the results in full and analyzed them both qualitatively and mathematically, the authors give a summary of the major lessons to be drawn from the experiment.

The most important ones of the statements included in the *summary of content* are the following:

Co-operation ensures the possibility of gaining valuable moral experience, which is of favourable influence on the trend of the standard of moral consciousness.

Depending on the standard of their moral consciousness, the pupils differently adapt themselves to the moral requirements involved by the given situation of activity. Thus, as to the participation in solving problems and the level of co-operation, there was a significant difference to be observed between the positive and negative representative groups, to the advantage of the former. Similarly, in the manner and efficiency of the adaptation to the norms of co-operation, the groups also presented a fundamental difference.

As shown by the results of correlation calculations on the connection between moral consciousness and characteristics of behaviour, high and/or inordinately low standards of consciousness are accompanied by relatively firm tendencies of behaviour.

In the *research-methodical summary*, the authors state that team-work, as problem-situations, includes ethic components, which render it suitable for morally qualifying thereby the pupils' behaviour and for a registration of the moral processes. Thereupon they set forth the advantages of the described experiment, and outline the application possibilities of statistical methods in the research on moral education.

Henrik Kéri

MATHEMATICAL STATISTICAL EXAMINATION OF A SCHOOL- ACCOMPLISHMENT TEST

Author tested five parallel classes of a technical school of industrial chemistry. Materials of the ACS Examination Committee were applied for the preparation of the test and the evaluation of the results. The test was designed to compare the relevant knowledge of the parallel classes. The results of the testing are evaluated by methods of mathematical statistics. Author outlines the guessing correction formula, he proves, however, that the probability of getting a good score by blind guessing is very small.

On the basis of the test, the objective comparison of the five classes could be performed. In case of four classes the arithmetic mean of the test scores was in good accordance with the mean of the marks obtained by traditional methods. The deviation occurring in the fifth class was due to individual marking methods.

Hereinafter the test results of one class are analyzed. The scores are converted on the basis of standard deviation into the marks employed in Hungary. The percentile rank is established according to the scores. The validity and reliability of the test is discussed and evaluated and the reliability coefficient is calculated with two different methods. The reliability coefficient is very low, as the discrimination power of many items is poor, and the test could not be applied with full validity for this student group. In the author's opinion the validity of foreign tests is decreased by translation and adaptation.

It is absolutely necessary that pre-testing, subsequent profound statistical analysis of the obtained results and correction of the mistakes should precede the realization of a nation-wide testing program.

Béla Kozéki

ON THE PSYCHOLOGICAL EXAMINATION OF THE ABILITY TO LEARN LANGUAGES

The continuously increasing requirements in so to say every respect, thus also in learning languages, lend the question of ability a marked significance. Moreover, instead of instruction, the modern and efficient methods lay stress on the learning of languages, on the activity on the student's part. This is why acquiring as exact information as possible on the students' personality is important. The special abilities of the students, their motives and other psychic factors of primordial importance in learning languages can be investigated with good results by means of psychological measuring instruments constructed for this purpose and suitable both theoretically and practically.