

PhD Dissertation Theses

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The formation of the relationship between pedagogist and child in the era of dualism, in the light of pedagogical books applied in teacher training

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Doctoral (PhD) thesis
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Basic principles of my research

I. 1. Precedents and reasoning of choosing this theme

It occurs to be a commonplace to state that without investigating and rethinking the past, the planning and building of our present and future will come up against a difficulty. However, this thought deserves attention from another aspect, according to which the survey of previous happenings contributes not only to new research results, but brings out a system of values 'on the decline', which can appear as a new 'point of comparison' in the value crisis of the 21st century.

From this aspect of scientific history, concentrating on the priority of 'way and value searching', during my research I am going to approach the basic pedagogical situation, which focuses on the relationship between learning and teaching, in a retrospective way.

As for my personal aspiration in connection with choosing this theme, the fact, that before graduating from the university I got my 'basic degree' at the teacher training college in Győr, motivated me highly. My commitment to the theme was induced by the personal experience I gained there, and last but not least, my pedagogical vocation. 'Choosing' the era of dualism also originates from the fact, that while carrying out the research on my dissertation both at the teacher training college and the university I made research into the second half of the 19th century, and other researches conducted in the same interval but based on different aspects stimulated me to carry out further examinations.

At this point I would like to underline that the childhood-historical research by Béla Pukánszky, Éva Szabolcs and Katalin Kéri, the works on the era with significant message written by Miklós Mann, the very rich exploring-analysing works by Mrs. Kováts (Kovátsné Németh Mária) and László Gönczöl on the history of the teacher training college in Győr inspired me highly in conducting this research. Last but not least I wish to mention the normative pedagogical 'goal establishment' by Márton Horváth, in pursuance of which the Hungarian pedagogical historiography should pay greater attention – among others – to the analysis of the history of the Hungarian pedagogical thinking, and furthermore, to the exploration of the process, how the scientific conception of a given era infiltrated into the practice of teaching-educating...

II. Research goal, hypotheses

The goal of my scientific research work is to contribute to the exploration of the relationship between pedagogist and child and its infiltration into common knowledge. This process can be highly enhanced by the practical usefulness of my theme (in the teaching-educating process) and the fact, that it promotes further explorations. I wish to contribute to the exploration of this 'young' discipline of pedagogical history by joining the works of renowned pedagogy-historical experts exploring the complexity of the relationship network between children and pedagogists. I hope to enrich our scientific knowledge by this.

I managed to discover the pedagogical handbooks of the era through Year books of the teacher training college. The main goal was to explore the formation of the relationship between pedagogist and child. After analysing the Year books of training institutes I obtained pedagogical classbooks used in teacher training institutes by students in the second half of the 19th century. My research goal is to explore the vital contents for the understanding and rethinking of the teacher-student relationship of that period through the analysing introduction of these books. However, in an immanent way, my secondary research goal is to reflect the change inherent in the view of children' and furthermore, in broadening the scholastic profession.

Hypotheses:

1. The classbook of pedagogy used in teacher training colleges is an intentionalized instrument of the teaching-educating process which is characterized by normative aspects reached through social consensus.
2. The classbooks of pedagogy belong to the written documents expressing the contents of social consciousness, in which some kind of inherent contents of the institutional education are mapped, enabling the reconstruction of immanent relationship networks.
3. The classbooks of pedagogy express the communication between child and adult, this fact can be concluded through the methods and didactical points of the learning-teaching process.
4. Through its scientific function the classbook conveys an ideology from which, in an adequate way the pedagogists' view of child can be outlined, on which their relationship network is based. (for example: the importance of scientific knowledge, social and linguistic norms).

5. Through its institutional function of the classbook the categorisation of the classbook authors facilitates further differentiation. (university expert: discipline, teacher practice, school inspector/ministrial expert: expresses the dominance of the insitutional level.)
6. The diversity of the instrument and methodology of the document and comparative analysis enables us to trace the above five characteristics of pedagogical books with the help of appropriate processes.

III. Research methods, research priorities

Elements of the survey derives from the primary resources (pedagogical books used at teacher training colleges), this way starting from the contextual analysis heading for the textimmanent analysis.

The interval analysed covers a period of almost three decades (from the Compromise until the turn of century), so it is an authentic research ambition to interpret each and every primary resource along a historical axis and to conclude to the context tendencies by extension through describing, interpreting and exploring strategies applied.

My research is basically considered to be a historical research, besides analysis of the classbooks I intend to apply document analysis and comparative analysis as methods of my research.

With the help of the document analysis the thorough analysis of original classbooks and synthetic documents takes place, aiming at exploring connections.

Further exploring methods of my present research include the elaboration of the bibliographies, source-books, collections, monographies, periodical articles, memories, studies in the German language in connection with the classbooks. The joint analysis of pedagogical books and certain documents from the era is considered as reasonable because while – in the present case – in case of pedagogical works we have to expect determinantly symbolic fullness, the contents of other additional hirstorical sources are explicitly conceptualized.

The comparative analysis is applied to compare the pedagogical phenomena, elements and contents which are able to be noticed when analysing certain pedagogical classbooks. It is of highly importance to underline that the analysis of classbooks is actually regarded as a textcritical analysis conducted with the help of comparative instruments. (This analysis is of philological character, this feature can mean to us that we can grasp the research results by forming conceptual structures.).

Through the comparative analysis it is my ambition to reflect the connection patterns appearing in different classbooks.

From the classbook analysing methods I intend to use the descriptive-hermeneutical analysis to explore and analyse the contents of pedagogical classbooks. This method regards these educational methods as historical resources vital to the pedagogist-child relationship of the that period. (*Falus, 1999.; Szabolcs, 2001.; Dárdai, 2002.; Lappints, 1986.*)

My classbook research is of *multidisciplinarity* and *multiperspectivity*. Multidisciplinarity, as childhood-history itself is also characterised by this in an immanent way, furthermore, I am forced to involve not only the discipline of classbook research but other disciplines as well (psychology, history, etc.). Multiperspectivity, as the analyses are of the trend of diversity (document- and comparative analysis).

The novelty of my research, with which it can enrich pedagogical researches, is that I wish to explore the pedagogist-child relationship and relationship network based on pedagogical books used in teacher training institutes. The analysis of this relationship takes place in the discipline of the childhood-history.

My research work fills the gap, as the majority of works on classbook analyses analyse the classbooks appeared in the second half of the 20th century.

To the science-historical significance of my research contributes the effectuation of the approach conceptualized by Éva Szabolcs, according to which researches on children's culture and relationships have to be based on the fact that childhood is a social formation. (*Golnhofer és Szabolcs, 1999.; Szabolcs, 2003*). The research of the relationship network - raised by me (teacher-student, adult-child) - in the light of pedagogical classbooks used in teacher training institutes considers this point of view as a basis, which tries to explore the characteristics of their relationship towards one another and the features of the relationship between pedagogist and child. One wishes to trace this childhood-historical intention in one's research, as the survey of the classbook as an educational instrument (furthermore a primary resource) is able to convey contents in which the child is immanently present as a social actor arising from its normative function.

IV. The summary of the research

The classbook is adhered to the given society. Through looking into the books from the era of dualism we have tried to construe – in an immanent way – the points of views of the society of the given era, its values and requirements of the school.

After analysing classbooks it has proved to be true that books as well as other historical sources are repositories and vehicles of the social-cultural-economical characteristics of the given era, arising from their normativity.

The approach of the differentiability between the author's view of certain books (I. summarized: VI., subchapter 1), towards the aspects represented by the books contributed this education instruments at teacher training institutions mentioned before – as written documents of the society – to depicting the relationship between child and adult.

When analysing classbooks we could face the fact that the gleam of the value orientation of the social reality is inevitable through the messages of certain pedagogical works. (The normative function of classroom books has already been proved by experts dealing with classroom books, so this scientific fact can be considered as starting point to our survey.). To understand this connection it is totally enough to focus on the fact in our summary that in certain authors' *nolens volens*' way of thinking and activity the approach is mapped which features their society, that of the era, too. This fact can be clearly demonstrated within the relationship network analysed through the contents characteristics of praise-punishment, family and school relationships.

The implicit feature of the relationship between adult and child. By demonstrating the complex mapping of the teaching-education process, by showing the methods of the learning-teaching process and the immanent didactical processes and contents within each subject structures the student-teacher relationship can be appropriately and congruently depicted.

Ideological function of the book. The books are analysed as representatives of the historical reality, and arising from their adequate classbook author's point of view have an ideological algorithm as well. This fact was authentically underlined by the document and comparative analyses of certain pedagogical works, with their being rich in methodology, and with their flexible approaches – arising from their qualitative characteristics – allowing a peculiar point of view.

In my research I have demonstrated the manifestation of the relationship between child and pedagogist along a historical axis starting from the education-political reality of the era, with the help of the analysis of classbooks. These analyses are focused on learning-teaching relationships.

If we put the revelation by childhood-historical researchers in the centre – in a retrospective way – according to which the approach of childhood history is getting stronger and stronger, at the same time, a kind of adult approach is becoming dominant. My research wishes to grasp this concept, focused on pedagogists and their students, based on works written to the students of teacher training institutes, by bearing on the adult-classbook writer's approach inherently, furthermore, wishes to trace certain goals and conceptualize relevant intentions.

Based on the books analysed it seems to be clear that content-based characteristics of the interaction analysed by me can be outlined via certain points of the learning-teaching process, and the pedagogical occurrences appearing in them explicitly. (A more extensive survey, perhaps the involvement of works of another type of another field would have obviously enabled me to establish other constellations and connections, however, conducting such a research is considered to be the task and attribute of a following work by me).

Through the analysing introduction of books we could become convinced how differentiated ways of formation are manifested by the socio-cultural background and family milieu definiteness in the approach of child-pedagogist towards each other.

The classbook was not only responsible for broadening knowledge and shaping approaches connected to education, but also determined the way of thinking, the approach, the value system and mentality of the future and practising teacher generations for long decades – arising from its normative function.

It can be regarded as a novelty among my research results that I have managed to point out the features of the pedagogist-child relationship by my research work conducted in the pedagogical books used at the teacher training college. Through analysing books, and in the light of certain comparative aspects it became clean-cut that we can draw conclusions to the approach towards each other of the two most important actors of school (chapters I, V- VII) via schoolbook author's consideration. Although by analysing certain classbooks a kind of pedagogist can be characterised, however, as it was shown in the comparative surveys (chapters I, IV- VI), besides consonant pedagogical approaches we could also discover differing points of views, what is more, some totally contradictory approaches. Through the analyses besides the pedagogist-child relationship appearing explicitly in the classbook writing approaches – among others, through certain didactical points, educational situations, concepts of subject structures – the picture of the pedagogist of the 19th century is outlined. However it is true, that certain pedagogical works – in the present case the pedagogical books – aim at the 'desirable' components and values of the teachers' personality (contrary to other press products), it can be 'clean' for us based on these aim-determinations and points of

reference hold ideal what kind of educational 'ethos' is created by the required student attitude which is set as an example and the pedagogical situation creation for the child of the second half of the 19th century.

Analysis of classbooks of the former centuries, approaches of another type can enrich the Hungarian pedagogical-history writing with new and interesting considerations, and additional contribution, furthermore, it can offer a broader insight into the world of school of bygone eras.

V. Presentations held and any written documents on the topic of the dissertation

Presentations

- Eötvös Lóránd University of Arts and Sciences, Faculty of Arts
Pedagogical Institute, Scientific account. Research-methodological section.
Budapest, 3 December 2003
Topic of my presentation: *Basic scientific / reasearch principles of my doctoral thesis*
- Eötvös Lóránd University of Arts and Sciences, Faculty of Pedagogy and Psychology
Pedagogical Institute, Scientific Reading Session of Doctorates
Budapest, 19 May 2004
Topic of presentation: *The formation of the approach of 'a child as a school subject' in the light of a pedagogical schoolbook used in teacher training, from the 19th century*
- VII. Apáczai Days National Conference on Science
West-Hungarian University, Apáczai Csere János Teacher Training Faculty, Győr.
21-22 October, 2004
Topic of my presentation: *Teaching of the Hungarian language for non-native Hungarians at the turn of century*
- Kodolányi János College in Székesfehérvár, Institute in Orosháza Young pedagogical historians, Forum for researchers.
Orosháza, 5-6 November, 2004
Topic of my presentation: *Predominance of pedagogical effectiveness in the relationship between student and teacher*
- Kodolányi János College, Székesfehérvár
History of secondary and higher education, Conference titled 'Recent pedagogical innovations'
10 July 2005

Topic of my presentation: *The efficient pedagogist in the era of dualism, in the light of schoolbooks applied in teacher training*

- West-Hungarian University, Apáczai Csere János Teacher Training Faculty, Győr.
VII. Apáczai Days National Conference on Science, 20-21 October 2005
Topic of my presentation: *Training to cooperation in the 19th century.*
- Academic Committee Hall, Pécs
„Old and new ways –Conference titled 'Tradition and revival in the pedagogical history, held by the MTA Pedagogic-historical Committee, PAB Pedagogical Work Committee and PTE BTK NI Department of Pedagogy and Culture History 2-3 December 2005
Topic of presentation: *Predomination of student needs in the pedagogical literature of the 19th century*
- West-Hungarian University, Apáczai Csere János Teacher Training Faculty, Győr.
VII. Apáczai Days National Conference on Science, 12-14 October 2006
Topic of my presentation: *The system of praise-punishment in the educational concept by Henrik Kőrösi in the 19th century.*
 - West-Hungarian University, Apáczai Csere János Teacher Training Faculty, Győr.
Faculty Conference of Doctorates, 6 November 2006
Topic of my presentation: *Research results of the dissertation 'The formation of the pedagogist-child relationship in the era of dualism, in the light of the pedagogical books applied in teacher training.*

Publications

- Playgrounds' „apostle”. A school doctor from Győr on health education
Egészségnevelés, 2001/2. 88.
- Bánóczy, Gyula: About children care (1889)
Egészségnevelés, 2001/6. 282.
- Reading books in Hungarian from the neologist movement to the era of dualism
Hogyan Tovább? 2003/5. 33.
- Care for talents in the pedagogical reality of the 19th and 20th century
Hogyan Tovább? 2004/3. 5-6.
- Value creating thoughts based on the book Children of the two centuries'
Teacher training, 2004/4. 93-97.
- Aim and value categories in the light of a pedagogical book from the 19th century
Tanító , 2005/4. 8-10.
- Reading habits of the society of the era of dualism
Neveléstörténet, 2005/4. 170-177.

- The efficient pedagogist in the era of dualism in the light of pedagogical classbooks applied in teacher training
Neveléstörténet, 2006/3-4. 199-205.
- Predomination of student needs in the pedagogical literature of the 19th century
Iskolakultúra, 2006. 37-41.

Before going to press:

- The system of praise-punishment in the educational concept by Henrik Kőrösi in the 19th century.
Apáczai Napok 2006. Study Volume. Győr, 2006
- The question of women education in the book of pedagogy in the 19th century by László Molnár.
Neveléstörténet, 2007
- Training to discipline in the pedagogical books from the era of dualism.
Iskolakultúra, 2007
- Grasp of human nature by Hermann Kern based on his work *Basics of pedagogy* (1873).
Educatio, 2007