І. А. Зязюн зазначає, що «в останні роки намітились деякі позитивні зміни, пов'язані з диференціацією освітньої мережі, становленням недержавних закладів освіти, переглядом і відпрацюванням нових структур і механізмів територіального управління освітою. Розширюється методичний пошук й інноваційна діяльність з освоєння нового змісту освіти і педагогічних технологій. Система освіти не виходить з режиму політики бурхливої реформаторської діяльності. Але ця активність не впливає на основне - ефективність роботи самої системи освіти. Її якість, і організація, як і досі, не задовольняють громадськість.»

При побудові нової за змістом освіти необхідно враховувати не лише тенденції розвитку зарубіжних освітніх моделей, а й національні педагогічні надбання, які ґрунтуються на культурі рідного народу минулих епох і сучасності, сприяють розвитку освіченості та інтелігентності людини, формуванню духовного потенціалу - найвищої цінності нації і держави.

E-LEARNING AS A NEW TOOL OF THE TEACHER TRAINING AND POST-GRADUATE TRAINING IN NORTH EASTERN HUNGARY

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INTRODUCTION

The scheduled structural transformation of universities and high schools calls for the reconsideration of the system of training and its adaptation to the new conditions.

The reconstruction of training with the introduction of module and credit systems is a hard nut to crack for the institutions. The students' number of classes spent in contact hit the lecturer decreases, so students must be given more work to be on their own, but this requires an adequate infrastructure, the possibilities of self-education.

The only possible tool for effective self-education is the computer - provided that the necessary softwares are also available.

JUSTIFICATION OF TOPIC SELECTION

With the advance of society and technology, it has become necessary to teach an incomparably larger educational material to far larger masses as increasingly higher level.

This could not have been done without increasing the years of study, and the amount of study per day.

It has become imperative therefore to enhance the effectiveness and intensity of teaching extended to an ever broadening strata of students.

This trend and social need for highly qualified labour made it necessary to involve the computer in teaching, as it is the obvious technical instrument accessible for broad masses now.

With the elaboration of multimedia programs and hypertexts this tool allows for the attainment of a diversity of curricular material at a high level.

AIM OF RESEARCH

The ahn of the research is the comparison of knowledge attained in the traditional manner with knowledge learnt with the assistance of multimedia.

The material of E-learning was introduced for testing in the first term of the academic year 2002/03 at the Nyiregyhaza TTC. First-year students studying in the credit system could choose between two options: traditional training and multimedia E-training.

ABAUT E-LEARNING PROGRAMMS

One of the most common debated question about the teaching methodology of ambulatory

activities, what kind of primary information is needed by the student to form a valid picture in order to comprehend the desired result in this area. Weather verbal instructions, visual information or kinesthetic experience is the answer. Unfortunately, there is no clear and reliable scientific answer. The order of importance is influenced by many variables. (The complexity of the ambulatory movements, the individuals age, his abilities, motivation, sphere of interest etc.)

Studies have proved, better than 70% of the population can be described as *visual type* and the information gathered by sight is being absorbed and computed the easiest and in least time. However, it is not agreed upon conclusively, what is the most successful method to teach moving activities. Should the visual presentation precede the verbal explanation, or vica versa?! It is beyond question, they are all necessary - even individually in a given situation- yet, it is for sure -according to experience- that when they are combined, simultaneously the result is the best. (Nagy Sandor: Az oktatas folyamata es modszerei. 1977)

The didactic foundation of media-assisted presentation lies in the direction and motivation of the pupils' interest and attention at first and in promoting conceptualization, which in turn will be decisive in the process of comprehension via creating mental models. (Mandi, Friedrich, Hron, 1988). Multimedia dissemination of knowledge is optimal when it provides the pupil the very aids that he is in need of to be able to carry out the required cognitive operations. In other words, the presentation through the media optimally makes up for the cognitive deficiencies of the pupil. In his substitution axiom, Salomon (1979) gave theoretical explanation to these functions required by media didactics: the information must be modelled in accordance with the pupils' given knowledge and skills exactly as they require it so that they could actively acquire the new knowledge.

Educational psychology has proven that visual information is more easily elaborated and fixed than textual information, and an ensemble of complementary visual and textual representation leads to better retrieving performance (Issing and Hannemann, 1983). The embeddedness of the visual image in the text is decisive in its promotion of learning. If this fact is ignored, then the informative and teaching programmes with the help of the media will only have motivating and esthetic effects, which is insufficient for education. Ill-coordinated visual-textual representation of information may be detrimental to the learning process. Because this is a central concern of visualization, there are many media critical rules that are most useful in concrete cases (Petterson, 1989) Eventually, the expediency of the forms of presentation is assessed on the basis of the complex effect of the information and teaching programme in practice.

The extent to which computer- based education accomodates to the individual requirements of the pupils, to which it allows for an individual course of learning, depends on the available equipment and the didactic conception of the author of the software.

The spectrum of interactivity ranges from total system-dominance to total learning-dominance.

Closer to the learning-dominant pole are the hypertext and hypermedia systems, which are characterized by the arrangement of certain information and media elements in multidimensional networks. They allow for associative, discovering learning. Such a structure requires the user's (learner's) interactivity and control, offering so many possibilities and so much freedom that the danger of being lost in this hyperworld is also implied unless the learner gets some guidance.

To decide what is the optimal rate of learning-direction one can rely on the findings of experiments. These have revealed that those who are unskilled, beginners or less independent learners need more guidance than the advanced pupils. While beginners get lost without didactic assistance, advanced pupils deem it a restricting factor in the learning process. (Neber, Wagner and Einsiedler, 1978). It must therefore be empirically decided for every user what the optimal rate of learning freedom and interactivity should be. Emphasis shifted from positive knowledge to the acquisition of cognitive skills and strategies (Tennyson 1992).

QUESTIONS

I have been teaching would-be physical education teachers and primary school teachers for years. As I have experienced, the problem areas designated in the objective of research have caused serious difficulties for the students.

-1 wish to use the experiment to see whether the new pedagogical method would make the instruction of gymnastic exercises easier?

Within this broad investigation,

- would it help them acquire the basic concepts of gymnastics more accurately?
- would it make the use of the lingo safer?
- would it contribute to improving the students' abilities to correct errors?
- Would the students' learning activity increase?
- Would their learning motivation be strengthened?

HYPOTHESIS

- The use of the multimedia e-learning program would make the instruction of gymnastics more effective in the following areas:

-1 assumedthat it is more successful for teaching the basics of gymnastics than the traditional methods,

-1 also assume that the introductory section of a P.E. lesson could be controlled professionally more competently and accurately,

-1 hypothesize that the students' fault-finding ability would also improve with the use of the program.

-1 also presuppose that the students' learning activity would improve,

- and their learning motivation would be strengthened.

Factors supporting and hindering the implementation of the experiment

PROMOTING FACTORS

At the Nyiregyhaza TTC the team in charge of organizing on-line/e-teaching has been set up. The existence of the team helped me get professional information for the working out of the curricular material for e-teaching. The College also held a course in writing materials for e-teachers attending which was a great help with my work. The expert opion about the completed curricular material was also acquired with the help of the Institute, through a competition.

E-teaching could be launched within the «Virtual Campus. In the credit-based education introduced this year, the material was given a code number which made it possible that any student might choose this method.

The college announced a competition for demonstrators to provide for the organization.

Without these moves, I would not have been able to launch the experiment as it incurred considerable finances and organizing efforts. /

HINDERING FACTORS

At the college, internet access is limited. With the increase in enrolment, it will be very hard to provide computers for the students who take part in the program at the time and for the duration they would require them. Analysis of experimental results, conclusions.

Multivariable statistical methods were used to analyze the results, with special emphasis on:

- cluster analysis
- factor analysis and
- main component analysis.

SUMMARY

In the paper I attempted to review how the teacher's role changes in cybersociety, what kind of teachers will be needed in order tc incorporate the new information technological instrument into everyday education.! disregarded here the assessment whether the present economic and social circumstances ensure the change. The reason is that «the time to get an educational innovation through is 5-10 years». Experiences suggest that in this case 10-15 years is more probably needed to summarize the results. Even though informatics and telecommunication are the most dynamically advancing areas today, the imprint of this process in the schools is delayed for economic-financial and human reasons.lt is thus hard to answer the question whether our schools will have adqueately trained teachers, and when. That persons (labour power) in possession of the required skills and knowledge are in high demand on the labour market is proven by any ads page of a paper.

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ШКОЛА КАК МЕНТАЛГИГИЕННЫЙ ЦЕНТР

Эржебет ЭВА

Ниредьхазская Высшая школа

1. Школа является - в соответствиі і с тем, что пишут в специальной литературе - защитой здоровья школьников - как высокоэффективный менталгигиенный центр.

В наши дни срок школьного образования стал больше. Вырос объём знаний, который необходимо усвоить, чтобы успешно выполнять общественные роли, в соответствии с требованиями общественного прогресса. Ученики теперь больше времени проводят в школе.

Положение взрослых людей в обществе тоже стало более сложным противоречивым, чем раньше. Положение семьи тоже усложнилось, из-за изменений, в прошедших обществе.

Трудные жизненные ситуации (рост безработицы, рост числа алкоголиков и т.д.) приводят к конфликтам, в которых, из-за нерешаемых проблем, а в большинстве случаев из-за недостатки технологией для разрешения конфликтов, личность школьника подвергается испытаниям.

Становится задачей школы и педагогов - заниматься духовным здоровьем школьников, защищать их психическое состояние. Всё это очень важная часть воспитательной работы педагогов, развивающих деятельность личности школьника. При изменившихся общественных обстоятельствах девальвация ценностей вызвала неопределённость у всех во много раз, сказывается и необеспеченность существования. Агнеш Хеллер, венгерский социолог об этом так пишет: Ценность - такая абстракция, которая отличает желательное от нежелательного, выгодное от невыгодного, образцовое от необразцового.