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В статті определена роль государства и школы в контексте современной образовательной и социальной политики и нормативно-правового обеспечения в отношении взаимодействия школы и семьи. Доказано, что реализация принципа гуманизации обучения и воспитания имеет целью взаимопроникновение семейного и общественного воспитания. Важно, когда педагоги и родители являются единомышленниками, поэтому в сложных современных условиях семье требуется систематическая и квалифицированная помощь школы. В основе педагогики партнерства - общение, взаимодействие и сотрудничество между учителем, учеником и родителями.

Ключевые слова: школа, семья, партнерство, сотрудничество школы и семьи, воспитания личности ребенка, семейное воспитание.

The article deals with the problems that arise at the present stage in the joint work of the school and family in the conditions of their social partnership; describes the reasons that affect the cooperation of the named social institutions. The content of the article is devoted to the study of the process of organizing the interaction of family, school and community in Ukraine. The role of the state and the school in the context of modern educational and social policy and normative-legal provision concerning interaction of school and family are determined. Studies of this problem are based on the history of domestic pedagogical thought about family education. The embodiment of the principle of humanization of education and upbringing is aimed at the interpenetration of family and social upbringing. The purpose of this principle is to create a single educational environment for each child. It is important, when teachers and parents are like-minded, so in complex modern conditions the family needs systematic and qualified help from the school. The basis of partnership pedagogy is communication, interaction and cooperation between teacher, student and parents. The following tasks of cooperation are important: formation of an active pedagogical position of parents; arms of parents with pedagogical knowledge and skills; active participation of parents in the upbringing of children. The school and the family have a single «educational territory». Thus, the school implements the functions of parental education and adjusts the principles of family education.

Key words: school, family, partnership, school and family cooperation, child's upbringing, family upbringing.

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Hnatyk Katalin,
teacher

Transcarpathian hungarian institute after F.Rakotsi II, m. Beregovo

HISTORICAL ASPECTS OF HUNGARIAN AS FOREIGN LANGUAGE TEACHING

The study deals with the historical background of foreign language teaching and pays special attention to the development of Hungarian as foreign language teaching especially in Transcarpathia. It gives explanations to the reasons of foreign language learning and the significance of motivation when a language is chosen to be learnt. Greek and Latin were dominant in the ancient times. Today English is learned everywhere as a foreign language. Nevertheless there are other modern languages to be taught like Hungarian. The study also emphasizes the language teaching methods used throughout centuries. They have effects on the way teaching Hungarian as a foreign language.

Keywords: foreign language, motivation, teaching methods, lingua franca.

Setting the problems. Foreign language teaching has an ancient history. It is as old as human beings. Reasons for learning a language has changed over the centuries. Being multilingual increases job opportunities in careers, gives an access to another culture and it is an ability to communicate with other nations. The knowledge of a foreign language can also contribute to the better identification. When you choose a foreign language to learn, linguistic attitude, ideologies and motivation play an important role [12]. According to Gardner and Lambert the motivation is defined by the readiness and attitudes to identify with the language speaking community and by the orientation to the process of learning a language. Choosing a language to learn it as a foreign language is also important. It has also changed a lot. It started in the ancient times with learning the Greek language. The rich Romans had employed Greek teachers to study the language. It was quite a practical way of studying. Later Latin became the dominant language. It was like an official language and there were other languages spoken for instance French or English. Latin was the language of religion, education and government

[5]. The analysis of the grammar and rhetoric of Classical Latin became the model language teaching between the 17th and 19th centuries. Emphasis was on learning grammar rules and vocabulary by rote, translations, and practice in writing sample sentences. The sentences translated or written by the students were examples of grammatical points and usually had little relationship with the real world. This method came to be known of language education, it was difficult to overcome the attitude to the Classical Latin (and to the less extent Greek) because it was the most ideal language and the way it was taught was the model for the way language should be taught. Several works related to the methods of teaching and learning Latin as a foreign language. Comenius wrote the *Grammatica Latina, Didactica Magna, Vestibulum, Ianua Linguarium Reserata Aurea and Orbis Sensualium Pictus*. These books include not just the grammar of the language but the teaching methods as well. There were numerous texts were organized by different topics, the Latin texts were translated into local languages and the illustrations of the words also appeared in them. When modern languages started to be taught as a part

of the curriculum, beginning in the 18-19th century, they were generally taught by using the same method as Latin [1]. Later the importance of Latin was gradually reducing. Other languages were taught as foreign languages like German, French and English. There was a greater demand for ability to speak modern foreign languages, and various reformers began reconsidering the nature of language and learning. Among these reformers were two Frenchmen, C. Marcel and F. Gouin, and an Englishman, T. Pendergast. Francois Gouin wrote down his experiences of learning German. He had several attempts, but he failed to learn it. Returning to France he realised that his little nephew had already managed to speak in French. According to him children had a secret of learning a foreign language. It was believed that children learned language through using language for a sequence of related actions. He emphasized presenting each item in context and using gestures to supplement verbal meaning. Later other linguists claimed that language teaching should be based on scientific knowledge about language. Henry Sweet and Paul Passy underlined the importance of developing speaking skills reducing studying grammar and avoiding translating. New method became dominant in teaching foreign languages named Direct method. Behaviorism, along with applied linguistics, which developed detailed descriptions of the differences between languages, had a great influence on language teaching. Theorists believed that languages were made up of a series of habits, and that if learners could develop all these habits, they would speak the language well. Also, they believed that a contrastive analysis of languages would be invaluable in teaching languages, because points in which the languages were similar would be easy for students, but points in which they were different would be difficult for students [1]. From these theories arose the audio-lingual method. In the 20th century language diversity improved, there were many languages to be learned. The motivation and attitude changed a lot to the need of modern languages. New technology came out such as tape recorders, tv, computer; new types of education were started like bilingual education; some methodological innovations used in language teaching like audio-lingual method. The audio-lingual method is based on using drills for the formation of good language habits. Students are given a stimulus, which they respond to. If their response is correct, it is rewarded, so the habit will be formed; if it is incorrect, it is corrected, so that it will be suppressed [5]. Nevertheless the effectiveness of language teaching did not become better. Later some theoretical varieties appeared by linguists Noam Chomsky who said that language users can form an unlimited number of sentences from limited number of phrases. Cognition in language learning processes is more important [6,7]. It led to the spreading of cognitive and affective-humanistic approaches like the silent way, desuggestopedia and etc. In 1980s new ways of teaching foreign language appeared. It was the communicative approach. Actually it was not a new method, the communicative competence required more than linguistic competence. Communication in the target language was in the centre. The object of knowledge in language teaching be organized not in terms of the notions and functions that are performed through language. The modern languages got more attention. English as a foreign language became the most popular language.

The main purposes of the study. Today English as a *lingua franca* is taught everywhere although there are other languages which are taught as foreign languages. Teaching Hungarian as a foreign language has recently appeared in Ukraine. Before the language law in 2012 it had been a minority language in Transcarpathia. As a result of some political, economical events and the war in Ukraine more and more Ukrainians have been learning the Hungarian language [2]. Hungarian is taught at secondary schools as a second foreign language and on language courses. According to data of 2018 there are 159 pupils who learn HFL at schools in the district of Beregszász [3]. There are 5 schools where 865 pupils study it from the 1-11th forms in the city of Beregszász. Pupils have 1-2 lessons a week [4]. I do not have any data from other districts and cities yet. Nevertheless the numbers might be much higher in other places. The language courses are also popular. First time the courses consisted of 60 lessons, now 120 lessons at Level A1 and A2. More than 100 teachers teach the language. According to the last datas 17 032 language learners were registered on courses between 2016-2018. The settlements of the

courses were chosen by the number of the Hungarian population around 20%, or not exceed. On 7th May 2016, foreign language courses started in 13 districts of Transcarpathia in 45 settlements for 2064 learners, 140 groups, involving 71 instructors. Those students who completed at least 60 percent of the requirements of three written examinations, and successfully written and oral exams obtained (Ukrainian-Hungarian) certificate issued by the college. The second turn of Hungarian courses was more successful with 3549 learners in Transcarpathia and 56 learners applied for the course from across the Carpathians. The training included 78 hours in 226 groups, involving 117 teachers. At the end of the course 2287 people passed the final exam and received a certificate in 2017. Later 4169 applied for the course again between 1st July-16th December in 2017. In December 2017 it was published 5th times a Hungarian language course and 3997 language learners were registered in 11 districts in 41 settlements. Among the learners 2611 were in beginner groups, 1386 were in elementary and pre-intermediate groups. There was a so-called intensive 100-hour preparatory course level B1 in which those students were involved, who started the sessions from February, but wanted to gain a higher level of proficiency. 1305 people took advantage of this opportunity (Nagyszőlös (Vynohradiv) districts 406, Munkács (Mukachevo) districts 326, Ungvár(Uzghorod) districts 315, Beregszász (Beregovo) district 258 people) [11]. From 2016 it is possible to take an official language exam from HFL by the European Consortium for the Certificate of Attainment in Modern Languages (ECL Centre) in Transcarpathia as well. According to the last language exam result 3 people have taken successful language exams, 2 at level B2 and 1 at level C1. It is a great opportunity to rise the Hungarian language up again not just to teach this language in Transcarpathia. It is challenging for both language teachers and language learners because they are not aware of the special methods of Hungarian language teaching or the use of language learning strategies related to Hungarian as a foreign language. We also have to take into consideration the historical background of Hungarian as foreign language teaching to understand the language teaching methods better.

Retrospective analysis of the study. To make an overview on the historical aspects of Hungarian it has to be defined as a foreign language. There are a variety of approaches to define a language in the field of linguistic typology. According to Jenő Bárdos the native language is always the central part of language learning. The foreign languages are provided by the primary experience. There are basically two approaches to bear in mind, in any language, including Hungarian language, it can be taught as a native and non-native language as well. The second interpretation of non-native language already has a more complex picture. The most popular classifications of the Hungarian language belong to György Szépe and Zoltán Éder. According to György Szépe there are eight categories but only one refer to the Hungarian as a foreign language. "The Hungarian language as a tool in nature. - This type of foreign language learners learn it for a purpose: it can be "academic" (scientific or academic), but it can be cultural, economic or under any personal motivation [10:145]. In other cases we can talk about environmental languages or second languages. According to Zoltan Éder Hungarian as a foreign language learning in the strict sense, happens in source language environment [8]. But he avoids the terminology of second language, saying it can cause ambiguities. The term was taken from the Anglo-Saxon literature, the high colonists' language became more relevant, which was a second language for people living in the area. Bela Giay also dealt with the interpretation of the Hungarian language as a foreign language in his study. According to him, the mother tongue has been learned for a lifetime, while the foreign language has just learned in a particular life stage [13]. He claims that Foreign language education exists in a source language environment. The second language teaching happens in the target language environment, which is closely linked to the acculturational process. In this case foreign students have vocational intentions in Hungary. Teaching Hungarian in geographical area of Hungarian diaspora means it is an environmental language. Bilingual schools are good examples of it. We can also talk about a category when the language was the ancestors' language, but today this is not the primary means of communication. According to him, the name of

Hungarian as a foreign language in the modern sense existed only from the middle of the 20th century although it requires the same general pedagogical, didactic, psychological and other characteristics as teaching other languages, and these are supplemented only for the Hungarian language peculiarities. Having classified the Hungarian language as a native language, second language, foreign language and environmental language, the historical background of it should be discussed in the second part of the study.

Learning Hungarian as a foreign language is not a new phenomenon in Hungary. Its roots go back to the 14-15th century. Many nations lived in the territory of Hungary like Turkish, Germans, Slavic nations till the 19th century. The official language was the Latin. The first text memorial for Hungarian foreign language learners was written between 1418-1422. It was a kind of glossary in German and Hungarian. The Hungarian supplements were released to Latin grammar in 1500. The first Hungarian grammar appeared in technical terms, the read-word outline practices were carried out by means of the Our Father and the Hail Mary. Nevertheless the first significant work was written by Janos Sylvester *Grammatica Hyngarolatina* containing grammar parts of Hungarian. The first fully Hungarian-language description was written by Mátyás Dévai Bíró titled *Orthographia Vngarica*. He developed a system of spelling and set of rules, he also dealt with the Hungarian phonology and morphology characteristics. Albert Szenci Molnár published *Novae Grammaticae Ungaricae succinta Methodo comprehensae, et perspicuis exemplis illustratae. Libri duo* in 1616. The book organized the Hungarian rules in a system and the Hungarian syntax also appeared in it as well. Other followers like Pál Pereszlényi wrote the *Grammatica Lingvae Vngarica a practical language learning book* in Hungarian language for students in 1682, and it was always modified in a given language media that anyone could use it freely. In the 18th century, Mátyás Bél wrote a book for the Hungarian language learners in Bratislava, who were mainly German-speaking people. András Vályi was responsible for the beginner and intermediate-level teaching of the Hungarian language at the Hungarian Department of the University of Pest. His book went beyond grammar books and more methodical, which was useful for both students and teachers. He paid special attention to the pronunciation like teaching the specific sounds such as *ö, ü*. etc. [16]. In the 19th century several books were published by Mihály Táncsics books for Hungarian language learners. He emphasized the importance of the verbs, which has already been mentioned by Gouin an another linguist and methodist [1]. He underlined the importance of the practice of example sentences. Year 1806 is not only the appearance of IL Ratio Educationis, but it also played an important role in teaching Hungarian as a foreign language. József Marton (1771-1840) began his work as a language master the language work at the Vienna University in this year. His significant works were *Praktische Ungarische Sprachlehre* (1809), *Ungarische für Deutsche Grammatik* (1816). He did not support the excessive grammar, but spoken language. Until the 20th century Hungarian as a foreign language teaching was so dominant in Hungary. [16]. Several textbooks were published especially for the German, Slovak, Romanian, Serbian, Croatian language learners. The direct method was applied [1] as decisive role in teaching. There were also those who wished to learn the Hungarian language in Italy, Sweden and France. Ferenc Császár, Imre Donáth And Sándor Körösi enriched the language teaching with Italian-Hungarian language books. In parallel with the Finno-Ugric linguistics development Hungarian as a foreign language teaching had been started in Sweden [1]. During the government of József Eötvös the teacher training in education was getting more and more important. From 1862 the teachers had to take different exams to be a qualified teacher. The teachers were expected to know the Hungarian language, although they were not prepared how to teach Hungarian. In language teacher training the turning point only came in Hungary in the second half of 20th century. In the lack of qualified language teachers masters of humanities taught the Hungarian language [17]. The first Hungarian language professor was Oskar Blomstedt at the University Helsinki. He was followed by a certain Karl Bernhard Wilkung who announced Hungarian course in 1900, later János Lotz promoted the language training. The fundamental parts of the Hungarian language

education was created by Ignác Konc in France. In 1916, the Hungarian department was founded by Róbert Gragger at the University of Berlin. Before the decline of the monarchy a great number of language education policy actions had been taken. One of the most important of these laws: the Hungarian language teaching became compulsory at non-Hungarian-language schools. So the ethnic schools taught Hungarian and their native language as well. This law later negatively affected the Hungarian national minorities, because after the Trianon referring to this law they had to start learning the state language. After the secession the minister Kuno Klebelsberg has done much to Hungarian culture and language spread. Foreign policy had a strong cultural nature of these regions. Later János Hankiss the professor of Debrecen university continued this policy. They organized the Debrecen Summer University where students could learn Hungarian as a foreign language in 1927. The community studied, sociology, history, the fate of Hungarians issues, as well as modern foreign languages who were interested only in Hungarian. Firstly Hungarian Students were waited for the two-week course, but later foreign-speaking students also appeared at the Summer University. The Hungarian language was learned in 12 hours. Students received certificate of the completion of the course. The 1. 'Certificat d'assiduité' proved ones visit to the course; 2. 'Certificat d'études hongroises', attesting to proficiency in the knowledge about Hungary. At the same time Hungarian as a foreign language education was in Budapest too. According to the curriculum of the Royal Hungarian Peter Pázmány University of Budapest in 1941, 1942 and 1943, Denes Szabo also announced a Hungarian language training for beginners and advanced, 2-2 hours per week. After World War II, they created the Preparatory University Scholarship for Foreign Students – later it was renamed as the International Preparatory Institute (NEI) in 1957. Students arrived from the neighboring socialist countries in the world, "developing countries" such as Vietnam, Cuba and several African countries. Developing methods of education began in 1964. The teachers themselves set up the curriculum. They classified students into four groups from beginners up to the native level. Later sessions have been conducted in 11 groups, 7 in translation, 8 phonetics. The first summer university textbook Endre Füleli-Szántó, and József Mihályi wrote in 1966. The First Summer School kept two weeks, since 1968 has been 4 weeks. The Hungarian as foreign language training centers have been established not just in Hungary, but in Hamburg, Rome, Paris, Uzhgorod as well. The former Soviet Union (Leningrad and Moscow) and Ukraine (Kiev, Uzhgorod) universities also established the department. Among the hungarologists we could find prominent linguists such as Klara Majtinszkaja the author of *Vengerskij Jazik* a three-volume Hungarian grammar book, or Petro Lizanec, the organizer of the Uzhgorod Hungarian Department and Hungarology Center. The editor of the Carpathian language atlas in 1992. These institutions were supported by the Hungarian Lector Center since 1983. In 1987 a periodical collection entitled *The Education of Hungarian Studies* was launched for the first writings of local and foreign instructors. Numerous lectures on topics of the Hungarian language were appeared and performed on educational and linguistic conferences, congresses, Congresses of Modern Languages and conferences in the mother tongue [16]. In coursebooks the communicative approach started to be used like in *MagyarOk*, but the grammar-translation-methods also remained in some books. Today, the Balassi Institute has regarded as a centre, which deals with Hungarian as a foreign language. It has a variety of education-aid such as *Kiliki a földön, Balasss-füzetek* etc. [14]. The Balassi Institute for Hungarian Studies in collaboration with the University of Pécs, Department of Foreign Languages and the Secretariat, is also trying to provide opportunities for foreign language learning by means of certain organizational frameworks expansion.

Conclusions and implications. As we can see the history of Hungarian as a foreign language teaching has an old history although it has recently appeared in Ukraine. Having overviewed the history of modern language teaching we can conclude that there are similarities the development of the language teaching methods between Latin as a lingua franca and Hungarian as a foreign language like grammar – translation method, or between the modern languages and Hungarian such as communicative approach. To improve the effectiveness of Hungarian

language teaching the historical aspects are so important. It can be useful for language teachers to read about early methods and use them in practice. This study may also contribute to the successful foreign language teaching.

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Дослідження займається історією викладання іноземної мови і приділяє особливу увагу розвитку викладання угорської мови як іноземної, особливо в Закарпатті, і дає пояснення причин, чому важливо вивчати іноземні мови та значення мотивації при виборі мови. Грецька і латинська мова були домінуючими в древніх часах. В історичному розвитку латинської мови мовознавці виділяють декілька етапів розвитку. Латинська була розмовна мова, літературна, мова а пізніше стала у країнах Європи мовою католицької церкви та школи. Сьогодні англійська мова займає це місце. Проте є інші мови, які викладаються, наприклад, угорська. Стаття також акцентує увагу на методах викладання мов, які використовуються протягом століть. Вони мають вплив на спосіб викладання угорської мови як іноземної. При викладанні угорської мови як іноземної питання виникає таке питання «що ми називаємо іноземною мовою, рідною мовою, другою мовою». Коли ми бачимо, який це тип мови, то розуміємо, як треба її вивчати але завжди сперасмося на рідну мову. Бардош Єнев говорить, що наша перша мова це рідна мова, а інші, які ми вивчаємо - для нашого розвитку. У роботах Дьердь Сене та Золтан Едер можна прочитати про поділ мов. В Україні угорська мова тепер визначається не тільки як друга іноземна мова. Угорська мова у школах почала викладатися за методикою іноземної мови. А в Угорщині це не є новою методикою, бо має для цього історичне підґрунтя. Таке вивчення почалося у 14-15 столітті. Спочатку були підготовлені підручники з граматики латинською мовою та угорською мовою, написані Янош Сівер та Деваї Біров Матяш. Пізніше були видані робочі зошити для іноземців, наприклад, німців або словаків. У 20 столітті угорська мова вважалась головною. Угорську мову почали вивчати в Італії, Швеції, Франції. Міста Дебрецен і Будапешт стали осередком вивчення угорської мови як іноземної. У часи Радянського Союзу в Петербурзі, Москві, Києві та Ужгороді відкрилися спеціалізовані центри вивчення угорської мови. На даний час в Угорщині в інститутах іде навчання угорської мови як іноземної.

Ключові слова: іноземна мова, мотивація, методи викладання.

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Lizák Pavol,

prof. Ing., PhD, Ružomberok, Slovenská Republika

PERSPECTIVES OF TEXTILE EDUCATION IN EDUCATIONAL SYSTEM IN SLOVAK REPUBLIC

Slovakia is currently facing, but also other Member States of the EU, the problem of unemployment, which adversely affects the public finances, as well as the standard of living of the population. One of the reasons why job seekers have a problem on the labour market is a mismatch between their obtained knowledge and skills and the requirements of employers. This condition is mostly related to low flexibility in the educational system, in which the absence of current, objective and comprehensive description of the labour market requirements which would be usable for forming a suitable educational programs. It shows necessity to carry out an analysis of the monitoring of labour market requirements and to propose such solutions that will allow an effective transfer of employers requirements to skilled workers into the education system.

Key words: vocational training, labor market, Slovakia, textile education.

Vyhlasenie o probléme. One reason for the low interest in the textile study is that textile manufacturers in the EU faced to low-priced textile products imported from China. Traditional textile countries are losing most of their textile factories, for example in Slovak Republic big