STUDIES

Codes of Ethics and Their Place in Education

*Miroslav Krč**

Abstract: The paper deals with the place of codes of ethics within the system of ethical work. In schools in Olomouc district, we analyzed whether they use codes of ethics and how they deal with them. In this region, there are 153 schools and the sample consisted of 80 schools. The research problem was set whether the teaching profession needs its own code of ethics. The advantages of a mandatory code of ethics or a generated code as their own initiative are analyzed here. The research results indicate that the best way is to provide schools a sample code of ethics and let them adapt it to their specific conditions. The research has been mixed, it includes a quantitative research that describes phenomena using variables and qualitative research interpreting the respondents' views on the relation of ethics and professional conduct. The greatest lack a code of ethics was found in secondary vocational schools. Secondary grammar schools usually treated ethical codes. In most European countries, it represents one of the curriculum options in ethical education.
Key words: ethics, code of ethics, education.

---

* Miroslav Krč, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; krc@dti.sk

An Analysis of Interaction Patterns in the Focus Group Interview

Peter Gavora[*]

Abstract: This paper is based on the analysis of a focus group interview of a moderator and a group of undergraduate students on the topic of self-regulation of learning. The purpose of the investigation was to identify interaction patterns that appeared in the talk of participants and the moderator. In the stream of communication two rudimentary interaction patterns were recognized. The first pattern was named the Catalogue. It consists of a sequence of turns of participants who respond to a request of the moderator and who provide their answers, one by one, without reacting on the content of the previous partner(s) talk. The other interaction pattern was called the Domino. In this pattern participants respond to each other. The Catalogue pattern prevailed in the interview. Alongside with identification of patterns of interaction the study demonstrated the functions of the common ground and its accomplishment in the talk of the moderator and participants.
Key words: focus group interview, interaction, interaction patterns, common ground, grounding.

---

[*] Peter Gavora, Research Centre of Faculty of Humanities, Tomas Bata University in Zlín, Czech Republic; gavora@fhs.utb.cz

The European Dimensions of Vocational Training

Tamás Sós[*]

Abstract: The research examined the connection between vocational education, training and the world of work, and the social situation in Hungary in a European outlook. The accentual issues of the analysis disclosing the problem are: youth unemployment, the tendencies of secondary vocational education, proportions of enrollment and the features of training tendencies, the growing number of early dropouts, the effect of family background on student performance. This work tried to find the answer to the question: What variations have the changes in the regulations of vocational training, encouraging dual education brought on in the connection between trainers and work places? The research did not prove that the central vocational training system would be more effective than a varied, flexible, permeable, transparent decentralized operation with parts built on each other. The introduction of the complex exam overshadowed the evaluation of the competency areas, and fits less to the modularity of the framework curricula. With the legal regulation of vocational training in force the modular system has become a formality.
Taking prior knowledge into account has become more difficult. The efficiency of professional structural decisions is questionable, it has not triggered the extension of employment among career starters, and does not mean a guarantee of finding a job either. Creating the motivation of economic role players may bring on steps forward to take up bigger tasks in vocational training. The research has confirmed the importance of improving the basic competency areas when planning vocational training, of life-long learning, of practice orientation, and also of the continuous connection with the labor market.
Key words: life-long learning, dual vocational education, employment, competency evaluation, EU educational issues, CEDEFOP, ET 2020.

---

[*] Tamás Sós, Eger, Hungary; info.sostamas@gmail.com

ARTICLES

The Importance of Technical Education for the Development of Society

Tomáš Kozík[*]

Abstract: After 1990, the Slovak Republic saw an emergence of a negative attitude towards technical education at primary schools. However, since the beginning of the 21st century the Government has been aware of the unfavourable development of technical education in Slovakia, and according to its autumn 2012 policy statement, it considered "education, science, research and innovation, information and digitization to be essential pillars of the knowledge-based society and economy". This statement also indicated support for strengthening of education focused on natural sciences and engineering. One of its main preconditions would be innovation of educational programs at different levels of the educational system in accordance with the requirements of pedagogical practice and in line with current needs of the labour market. Therefore, it will support the education leading to the development of job skills of primary school pupils to ensure professional orientation of students, particularly at secondary vocational schools.

The importance of technical education for the overall development of children is discussed in relation to the preparation of students to study at secondary vocational schools. A successful completion of topics in the subject of Technology at primary schools (PS) is a prerequisite for an easier transition of pupils to secondary vocational schools.

Key words: education, technical education, school reform, educational standards.

---

[*]   Tomáš Kozík, Department of Technology and Information Technologies, Constantine The Philosopher University in Nitra, Nitra, Slovakia; tkozik@ukf.sk

Mathematical Literacy as an Essential Criterion of Healthy Personality Development and of Effective Education with an Emphasis on Class Climate

Lívia Hasajová[*]

Abstract: Personality development is determined by several factors; we have focused on the effect of mathematical literacy. Gaining new knowledge and skills not only from mathematics is influenced by class climate and the environment in which the educational process takes place.
Key words: mathematical literacy, class climate, effective education, functional literacy.

---

[*] Lívia Hasajová, Dubnica Institute of Technology in Dubnica nad Váhom, Dubnica nad Váhom, Slovakia; hasajova@dti.sk