

P r e f a c e

Our this year's Acta gives general information about the scientific activity, carried out by the Pedagogical Department.

The scientific activity performed so far is proved by the list of publications which appeared in the last, about, fifteen years at different publishing houses, journals and university publications. The list, of doctoral dissertations prepared in the Department is also characteristic of the scientific activity of the Department and indicates its scientific range.

The main directions of our current and future scientific work is shown on one hand, by the experimental plan, the subject of which is the transformation of grammar-school and vocational school education into differentiated branches of an integrated secondary school training, and which plan aims at providing reliable facts, usable experiences and established proposals for the elaboration of the structure and content of a long-range school-system. /See the provision of the Minister of Education which authorizes the experiment./ On the other hand, there is a research report about the quantitative pedagogical estimation which gives a picture about the further conceptions of research in this subject.

When we compiled the content of this number of our Acta we were led by the following ideas.

First of all we ourselves wanted to see our scientific results collected with which our departmental community was trying to enrich both the science of education, and the practical instructive-educative work as well as the modernization process of our school-system. After the honest, diligent efforts of, almost, two decades, we thought, there is a need for such a summarizing work so that taking our

results and fallacies into consideration we may draw strength for our future work.

But we also felt the need to give an opportunity to the leaders of the university and the faculties, and to our colleagues working in other departments to survey the scientific activity of the Pedagogical Department. As a matter of fact the truth is that, although, the evaluation of pedagogy by the faculty in the last one or two decades increased, the judgement of our science is still featured by earlier, always unjust, prejudices. We are convinced that studying the list of our published books, briefings and major papers and other publications, our colleagues who, have so far been traditionally prejudiced concerning pedagogy, will be astonished. Perhaps, it may be hoped that, with the knowledge of the material of our volume, they will give a more objective, more established opinion when they pass decisions on pedagogy. Publishing our scientific research projects we should like to stimulate them in helping our work with a criticism based on real inquiry and in promoting the development of the university pedagogy - including the teaching of pedagogy and its scientific cultivation, too.

Naturally, we should be glad if our Acta would reach those people too who direct the policy science on national-level. Perhaps, it may not be without interest for them to get an inside view of one of the Hungarian university workshops of pedagogy.

Our Acta is a summarizing work about our scientific activity for Hungarian and foreign scholars, and scientific institutions of pedagogy, too. Since the formers follow our work systematically, I should like to emphasize the latter. In the last two decades our international relations have widened to a great extent. The number of our teachers' study-tours, scholarships grew. We have a direct contact with more UNESCO-institutions, foreign pedagogical research institutes, university and college pedagogical departments. On the other hand, many foreign pedagogical experts, research workers and teachers visit us, too. Our indirect

foreign relations have also increased, especially because in the last years, the papers of Acta Paedagogica et Psychologica were published in foreign /Russian, German, English, French/ languages. This way an exchange of publications system has developed with numerous foreign research institutions. With this volume we should like to satisfy the great interest shown by our foreign partners who would like to know more about our research and generally about Hungarian pedagogical research work. This is the reason why we publish this issue of our Acta in more languages.

We frankly hope that our volume will usefully serve the above-mentioned aims.