



SUBJECT DATASHEET

CAREER IMAGE OF VOCATIONAL INSTRUCTORS

BMEGT51A550

I. SUBJECT DESCRIPTION

1. SUBJECT DATA

Subject name

CAREER IMAGE OF VOCATIONAL INSTRUCTORS

ID (subject code) BMEGT51A550

Type of subject

contact hour

Course types and lessons

<i>Type</i>	<i>Lessons</i>	<u>Type of assessment</u>	<u>Number of credits</u>
Lecture	0	term grade	
Practice	16		
Laboratory	0		4

Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Feketéné Szakos Éva	associate professor	feketene.dr.szakos.eva@gtk.bme.hu

Educational organisational unit for the subject

Department of Technical Education

Subject website

<https://edu.gtk.bme.hu>

Language of the subject

magyar - HU (kredit idegen nyelven teljesíthető)

Curricular role of the subject, recommended number of terms

Programme: Vocational instructor BSc - Technical instructor specialisation (from 2021/22/Term 1)

Subject Role: Compulsory

Recommended semester: 1

Direct prerequisites

Strong None

Weak None

Parallel None

Exclusion None

Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580884/8/2023 registration number. Valid from: 29.11.2023.

2. OBJECTIVES AND LEARNING OUTCOMES

Objectives

The aim of the course is for students to become familiar with the historical traditions of vocational education, and at the same time to get an idea of the present of vocational education. It is particularly important to outline the institutional system of vocational training, the training structure, and the range of opportunities inherent in dual training. It is also important to explore the factors that influence career opportunities through the characteristics of Hungarian society. When teaching the subject, it is important to guide the future vocational teachers into the world of the school, showing the possibilities of the vocational education career. The subject offers an opportunity to develop foreign language competences through the analysis of the literature and the presentation of research results.

Academic results

Knowledge

1. Knows the legal and ethical rules and norms of the teaching profession.
2. Has knowledge of the role of reflective thinking in professional development, the possibilities of further training, and the theoretical and practical methods of preserving mental health.
3. Knows the theoretical and practical knowledge related to the planning, organization, implementation and control of practical sessions (school, company), the basic principles of organizing individual and group exercises, the basic concepts of differentiation, catch-up and talent development.

Skills

1. Able to manage conflicts effectively.
2. It is able to establish a system of relationships with students based on mutual respect and trust, and to jointly develop and accept the principles and forms of cooperation.
3. In professional situations, he is able to communicate professionally, clearly, openly and authentically with students, parents, representatives of the relevant fields, and his colleagues at school and outside school.
4. They are able to think through comprehensive, foundational professional questions related to the teaching and learning management of their subjects and to elaborate appropriate answers based on the relevant sources.
5. He is able to analyze literature in foreign languages, present research results.

Attitude

1. Respects the students' personality.
2. He is sensitive to the students' problems and strives to provide the conditions for healthy personality development for all students.
3. Strives for active cooperation with teachers of professional theoretical subjects.
4. Is open to asking for and accepting professional help in order to explore and solve conflict situations and problems.
5. Analyzes the foreign language literature independently and displays the results independently.

Independence and responsibility

1. He is capable of professional self-reflection and self-correction in his decisions.
2. He is committed to the continuous development of students' knowledge and learning abilities, and realistically assesses the role of his subject in education.
3. He is characterized by cooperation and responsibility in relation to his profession, field of expertise, and their representatives.
4. He has a significant degree of independence in raising and elaborating the comprehensive and special questions of his profession, in representing and justifying professional views.

Teaching methodology

Lectures, written and oral communication, use of IT tools and techniques, optional assignments prepared independently and in group work.

Materials supporting learning

- Dr. Budavári Takács Ildikó (2011): Karriertervezés. https://regi.tankonyvtar.hu/en/tartalom/tamop412A/2010-0019_Karriertervezes/ch13.html
- Tóth Péter-Duchon Jenő (szerk.): Kutatások és innovatív megoldások a szakképzésben és a szakmai tanárképzésben Sipeki Irén (2018): Társadalmi egyenlőtlenségek és pályaválasztás
- Szabó Csilla Marianna (2014): Szakképzés belülnézetből – tanulói vélemények és attitűdök. In: Tóth Péter - Ósz Rita - Hajnal Andrea (szerk.): Új kihívások a felsőoktatásban és a pedagógusképzésben. III. Trefort Ágoston Szakmai Tanárképzési Konferencia. Tanulmánykötet. 227-244.o.
- Kathy Zsigmond (2009): A szakképzés helyzete napjainkban. In: Új Katedra. 2009./11.
- <http://www.ujkatedra.hu/ujkatedra/kiemelt-cikkeink/szakkepzes-helyzete>
- Parragh László (2012): A Magyar Kereskedelmi és Iparkamara szerepvállalása a duális szakképzés indításában. Szakképzési Tanévnyitó 2012. konferenciaelőadás. <https://www.nive.hu>
- MV Lewis - 2001 - ERIC . Major Needs of Career and Technical Education in the Year 2000: Views from the Field. <https://files.eric.ed.gov/fulltext/ED455366.pdf>

II. SUBJECT REQUIREMENTS

TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése év során megírt három házi feladat eredménye alapján. Ezt módosíthatja az órákon tanúsított aktív részvétel. Idegen nyelvű szakirodalom feldolgozása 1 kredit értékben, melyet a 3. házi feladat keretében lehet teljesíteni.

Performance assessment methods

A. Szorgalmi időszakban végzett teljesítményértékelések részletes leírása: 1. Részteljesítmény-értékelés (házi feladatok): a tantárgyi tudás, képesség, attitűd, valamint önállóság és felelősség típusú kompetenciaelemeinek értékelése. B. Vizsgaidőszakban végzett teljesítményértékelés (vizsga) 1. nincs

Percentage of performance assessments, conducted during the study period, within the rating

- 1. részteljesítmény értékelés (1. házi feladat): 33
- 2. részteljesítmény értékelés (2. házi feladat): 33
- 3. részteljesítmény értékelés (3. házi feladat): 34
- összesen: 100

Percentage of exam elements within the rating

Conditions for obtaining a signature, validity of the signature

Issuing grades

Excellent	96
Very good	87-95
Good	75-86
Satisfactory	62-74
Pass	50-61
Fail	<50

Retake and late completion

1) A házi feladat a mindenkori Tanulmányi és Vizsgaszabályzat előírásai szerint, a Térítési és Juttatási Szabályzatban előírt díjak megfizetése mellett pótolható.

Coursework required for the completion of the subject

részvétel a kontakt tanórákon	32
Házi feladatra felkészülés	48
Házi feladat elkészítése idegen vagy magyar nyelven	20
Egyéb felkészülés	20
Összesen	120

Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 06.11.2023.

III. COURSE CURRICULUM

THEMATIC UNITS AND FURTHER DETAILS

Topics covered during the term

A 2.2. pontban megfogalmazott tanulási eredmények eléréséhez a tantárgy a következő tematikai blokkokból áll. Ezek hossza alapesetben 4 óra (két hét), ám a hallgatók összetételétől és az általuk javasolt problémák tárgyalásának jellegétől függően arányuk az egyes félévek során változhat. Az egyes félévekben meghirdetett kurzusok sillabuszaiban e témaelemeket ütemezzük a naptári és egyéb adottságok szerint.

- 1 An introduction to the aims of the subject.
- 2 Discussion of requirements.
- 3 History of vocational education.
- 4 History of vocational training strategies from the Middle Ages to the 20th century
- 5 The situation of vocational education and training in the light of the new law on vocational education and training 2011
- 6 VET 4.0
- 7 Institutions of vocational education and training
- 8 Requirements for teachers of theoretical and practical subjects
- 9 Dual training
- 10 Evolution of vocational training systems in Western Europe
- 11 Career choice and its changing concept
- 12 Career profile of first generation trainers
- 13 Traditional schools and career choice
- 14 Hungarian society at the time of regime change
- 15 The state of Hungarian society today
- 16 Governments vs. education
- 17 A historical overview of career development
- 18 Life paths and careers
- 19 Socio-cultural factors - career opportunities
- 20 Career identity and career
- 21 Career theories in the 21st century
- 22 Learning to teach
- 23 The art of teaching
- 24 Career construction and career readiness
- 25 The system of career guidance to support life paths
- 26 The emergence of labour market opportunities in the process of career guidance
- 27 Career guidance and teacher training
- 28 Historical aspects of the teacher education system
- 29 Teacher education
- 30 Secondary VET from the perspective of VET students
- 31 Social inequalities and career choice
- 32 Innovation in vocational education and training
- 33 The future of vocational education

Additional lecturers

Dr. Kattein-Pornói Rita egyetemi adjunktus kattein-pornoi.rita@gtk.bme.hu

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