

ABSTRACTS

**BORBÉLY-PECZE, TIBOR BORS – SUHAJDA, CSILLA JUDIT – KENDERFI, MIKLÓS –
TAJTINÉ LESÓ, GYÖRGYI – JUHÁSZ, ÁGNES: Career construction
and occupational fitness – Two interpretations of the careers**

In the discourse related to career choice and career development we use many parallel concepts to cover the individual life path. As a summary of these concepts, the term *lifelong guidance* (LLG; see *Council of the European Union*, 2004 & *Borbély-Pecze & Juhász & Gyöngyösi*, 2013) appeared in Europe in the 2000s, and since then has been used as an “umbrella concept” (*career guidance*, see *Borbély-Pecze*, 2010). In this article, we review the sub-areas of LLG as well as additional definitions related to the concept. Our goal is to describe *pedagogical evaluation and development* as part of this concept and to describe its relation with the concepts of *corporate human resource management* within and outside the system of lifelong guidance.

We consider this necessary because *career education* (the term is used in this article instead of the classic career choice) and *career development* issues in the fields of pedagogy, psychology and human resource management are often mixed up in the daily practice – while they describe two different systems of activities.

Such a mix is when children aged 14 who choose upper secondary vocational school are required to be considered for professional commitment, or first-year higher education students are confronted

with the need of early scientific engagement. A similar issue to be examined from the companies' point of view arises with the need to hire a “ready-made employee”, a young adult as a result of the school-to-work transition.

While we know from the scientific understanding that these expectations are rather unrealistic and we also see plenty of good practice – there are a number of conflicting demands in the country for early career decision-making and early closure of interest, leading to functional and role disruptions.

In today's Hungarian public discourse, there is often a question of an optimal, well-considered career choice based on well-informed information and the early choice of the right profession. This is rather an idealist, normative approach and the reality of modern societies.

In the fall of 2020 this normative approach emerged in connection with the national career choice measurement at the eighth grade (last year of the Hungarian primary school), which, although correct in nature, was a self-assessment questionnaire, yet many spoke of it – incorrectly – as a career choice pedagogical test supporting the “optimal career choices” of the 14 year-olds.

Keywords: *career guidance & counselling, career choice, career pedagogy / career education, career aptitude test, pedagogical assessment and development*

TÓTHNÉ VOJTKÓ, VERONIKA: Constructivist pedagogy in the theory of Olympic education and in international Olympic education programmes

Olympic education stands for a set universally accepted ethical values based on the ideals of Olympism. Olympic educational programmes help students acquire important values – such as respect for each other, play fair or understand the joy found in effort – through the interpretation of Olympic ideas and history. A number of Olympic education programmes are used all over the world, but only few of them involve elements of constructivist pedagogy (Binder, 2012; Hsu és Kohe, 2015; Nanayakkara, 2016). Olympic education programmes and academic research in connection with them are marginal in Hungary (Vojtkó, 2017; Tóthné Vojtkó, 2020). The aim of our study is to define those elements of constructivist pedagogy which are present in Olympic education programmes. Besides analysing

international programmes and studies, we describe the situation of Olympic education in Hungary and suggest alternatives for its adaptation. Content analysis was used to examine studies in which scholars mention the necessity of involving constructivist elements in Olympic education; then to analyse those international programmes in which these elements already exist. In the programmes we identified such constructivist ideas and methods like active involvement of students, student-centred approach, construction of knowledge and critical perspective. Expectedly, the analysis of international programmes and critiques of scholars can give guidelines for planning Olympic education programmes; and our recommendations can help Olympic education become more widespread in Hungary.

Keywords: *Olympic education, constructivist pedagogy, Olympic education programmes*

