

ABSTRACTS

BÖCSKEI, BALÁZS – FEKETE, MARIANN – NAGY, ÁDÁM – SZABÓ, ANDREA:

“I’ve never had better grades on average: I got straight as all the time” – On-line education in the perception of Hungarian students - first results of an empirical basic research in social science

This paper we attempted to find an answer to the perceptions and experiences related to online education, with the help of the stories told, which can adequately indicate the epidemic's effects on the 15-29-year-old age group. We can reasonably assume that the global pandemic events of 2020, 2021 and partly 2022, which are associated with digital education, may have profound and long-lasting effects on young people as a social group. However, we so far have only a few scientific findings contributing to the assessment of the COVID-19 pandemic's long-term effects on young people. The Big Data analysis used during the research, precisely the so-called social listening method, the experiences and opinions of 15-29-year-olds related to online education were explored, as well as the perceived differences in competence in terms of infrastructural, educational organization, and tool use. Young people's assessment of digital education is two-fold: positive attitudes are primarily related to the measurement/evaluation of student performance, negative ones to the effectiveness of the learning process, which has increased the value of face-to-face education, as well as the eroding effect of online school on social relations, and the difficulties related to the epidemiological regulations (mask-wearing, vaccination) or non-compliance (keeping a distance) were also reflected on.

Keywords: *online education, COVID-19, youth research, age group 15-29, focus groups, Big Data*



DUDOK, RÉKA: Theoretical aspects of analysing the psychological well-being of students with special educational needs – Review of the characteristics of children in inclusive education at an individual level based on international and domestic literature

In 2008, the European Union set the goal of promoting and protecting the mental health of the youth. It included the early identification and the intervention for learning difficulties and the active promotion of mental well-being in school education. Promoting mental health and psychological well-being is important for all children, but is of particular importance when children have special educational needs. In Hungary, the number of pupils with special educational needs (SEN) increases every year. SEN diagnoses, particularly specific learning disabilities, are associated with mental health, behavioural and social difficulties, yet development interventions do not address the field of social and emotional attributions.

This paper will outline the concept of SEN, including the diagnosis of other psychological developmental disorder associated with learning difficulties and specific learning disability. Then it will elaborate on the psychological consequences of the mentioned diagnoses, focusing on the field of psychological well-being. Individuals struggling with a learning disability are at severe risk due to negative experiences in emotional, social, educational and employment domains, and therefore the presence of the disorder should be considered as a risk factor for well-being, life satisfaction, quality of life and happiness. It is therefore important to identify key protective factors that promote the development of mental health and psychological well-being in school-age children. Furthermore, it is essential to raise awareness among facilitators and educators working with students with special educational needs of the emotional consequences of their diagnoses.

Keywords: *special educational needs, specific learning disorder, mental health, psychological well-being*

