

# **Book of Abstracts**

## **Education in the Family- Family in Education II.**

**Institute of Pedagogy and Family Sciences of The  
Pontifical University of John Paul II in Krakow**

**Faculty of Education for Children and Special  
Educational Needs of the University of Debrecen**

**2022**



# **Book of Abstracts**

## **Education in the Family - Family in Education International Conference on Family and Education**

<https://www.conference-family.online/>

### **16-17 May 2022**

**Institute of Pedagogy and Family Sciences of The Pontifical University  
of John Paul II in Krakow**

**Faculty of Education for Children and Special Educational Needs of the  
University of Debrecen**

**Krakow**

**2022**

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**Faculty of Education for Children and Special Educational Needs**



# Abstractbook

## *Education in the Family-Family in Education*

address:

Institute of Pedagogy and Family Sciences of The Pontifical  
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**MONDAY 16<sup>th</sup> MAY 2022**

**08.30-9.30 – Registration**

**9.30-10.00 – Opening Session**

**Tyrała Robert**

Rector of The Pontifical University of John Paul II in Krakow

**Gortka-Rákó Erzsébet**

Deen of the Faculty of Child and Special Educational Needs, University of Debrecen

**10.00-11.30: Session I**

**CHILD DEVELOPMENT AND THE SYSTEM OF EDUCATION**

UPJPII University Library, Main Hall / MS Teams

Chair: NEMES Magdolna

1. **MOHORIĆ Marijana – NENADIĆ-BILAN Diana** Reducing Barriers to Family-School Partnership
2. **NEMETH Nora – PETO Ildiko**  
Opportunities for the development of mathematical thinking in early childhood education
3. **KOWAL Stanisław – JANIK Jakub**  
Family tutoring – practical implementation of the joint responsibility in the process of child development
4. **NEMES Magdolna**  
Parents' attitudes towards Early English in preschool age in a North-East Hungarian city
5. **MEZŐ Katalin**  
Opportunities for collaboration between families and talent organizations for developing the creativity of sports talent

**10.00-11.30: Session II**

**MORAL EDUCATION, RELIGIOSITY AND FAMILY TUTORING**

UPJPII University Library, Conference Room / MS Teams

Chair: KRASICKI Arkadiusz

1. **OSTAFIŃSKI Witold**  
The influence of family and religion on youth's higher education decisions
2. **KRASICKI Arkadiusz – GODAWA Grzegorz**  
Biblical implications of contemporary upbringing styles in a family
3. **GAJEWSKI Mariusz**  
Important Need for Education about Cults. Recommendations for parents and school teachers. Theoretical and practical considerations
4. **ŠEHIĆ Damir – ČAVLINA Barbra – ČAVLINA Katarina**  
Challenges of the digital culture in education in family – „Technological disconnect” and its moral implications on education in family

**12.00-13.30: Session III**

**RESEARCH IN HIGHER EDUCATION**

UPJPII University Library, Main Hall / MS Teams

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The wider spectrum of students' socialisation. The analysis of institutional effects in higher education

**2. GODAWA Grzegorz – GURBA Ewa**

Level of COVID-19-related threats and stress in first-year students. Support expected and help received

**3. ALTER Emese**

Who chooses STEM? The socio-demographic background and academic preparedness of STEM applicants in Hungary

**4. ALBERT-LŐRINCZ Csanád**

Opportunities for tutorial videos in higher education

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**HEALTH, MENTAL HEALTH AND FAMILY**

UPJPII University Library, Conference Room / MS Teams

Chair: SALAMON Katarzyna

**1. HORNIK Paulina**

The process of a child's return to school after cancer treatment – the role of cooperation between educational environments

**2. ELIASI Laleh Golamrej**

Puberty education Program: A Study on the Tendency of Afghan female youths to Engage in High-risk Behaviours in Iran

**3. SALAMON Katarzyna**

The significance of socialization process and its influence on quality of life

**4. SZELE Anna Szabina**

Findings of a 2-year follow-up study among preterm infants – predictor variables of neurodevelopmental outcomes at 2 years

**5. ŁUSZCZYŃSKA Maria**

How to deal with death in the family – thanatological threads in building constructive family relationships



**TUESDAY, 17th MAY 2022**

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SPECIAL EDUCATION**

UPJPII University Library, Main Hall / MS Teams

Chair: GAGAT-MATUŁA Anna

**1. GAGAT-MATUŁA Anna**

The highs and lows of returning to full-time education during the COVID-19 pandemic in the opinion of parents of children with autism

**2. RÁKÓ Erzsébet – ERDEI Ildikó**

Children with special needs in foster care

**3. LEMPASZEK Natalia**

The role and importance of school student's book in creating the image of disability by children of early school classes

**4. PYRCZAK-PIEGA Monika**

Does disability limit educational opportunities for family members? Theoretical and practical considerations

**5. HEGEDŰS Roland**

Subject liking and performance of students with different learning disabilities

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**MINORITIES AND DISADVANTAGES FROM THE ASPECT OF EDUCATION**

UPJPII University Library, Main Hall / MS Teams

Chair: BICZÓ Gábor

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Foreign language choice of students from different social backgrounds in secondary schools

**2. NORBERT Tóth**

Theoretical and Methodological paradigms of Anthropology of Education

**3. BICZÓ Gábor**

Sociocultural integration of Romani minority communities in Hungary – short overview

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Early school leaving – case studies from Partium

**5. RÉTHÁTI Csilla**

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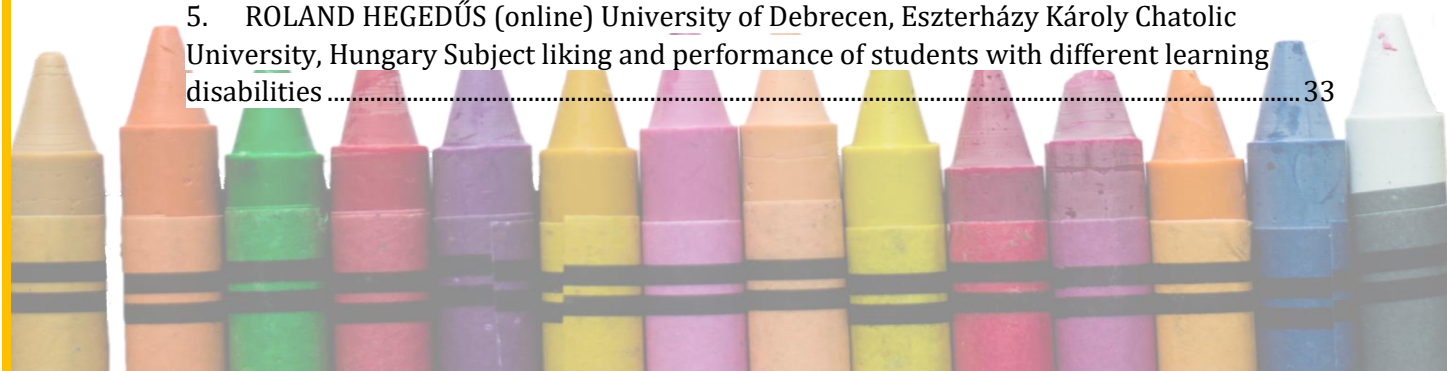
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# Abstracts

**10.00-11.30: SESSION I**  
**CHILD DEVELOPMENT AND THE SYSTEM OF EDUCATION**  
**UPJPII University Library, Main Hall / MS Teams**  
**Chair: NEMES Magdolna**

**1. MARIJANA MOHORIĆ – DIANA NENADIĆ-BILAN (onsite)**  
**University of Zadar, Croatia**  
**Reducing Barriers to Family-School Partnership**

Abstract:

Engaging families in educational system are widely recognized for the positive impact on the overall students' academic and social outcomes, as well as on students' behavior and motivation. Moreover, numerous studies have found that everyone benefits from a partnership – students, parents, teachers and community. Given the importance to the early family engagement in the primary school, the aim of this presentation is to identify some basic needs and opportunities for more active parental and teacher involvement, and to point to the certain strategies of reducing obstacles in achieving a more intensive family-school partnership. Partnership, as a more complex phenomenon than merely participation or involvement, implies genuine and productive collaboration and coordination between parents and teachers, administrators, specialists, local community representatives, etc. Partnership means having a supportive social network of all those involved in children's education. This article outlines the strategies for enhancing family-school partnership, especially those which are directed towards ensuring good communication between home and school, as well as towards defining and implementing a comprehensive model of school-family-community partnerships. In order to improve family-school partnership, this presentation will point to the ways promoting consistency and quality in family-school communication. A comprehensive model of school-family-community partnership builds on interaction of different spheres of influence, especially on three primary spheres of influence (family, school, community). In our opinion, an adequate approach to family-school partnership includes also partnership with a number of institutions in the community. This approach pleads for a culture of partnership throughout community.

Key words:

family-school partnership; culture of partnership; social support; community

## **2. NÓRA NÉMETH, ILDIKO PETO (onsite)**

**University of Debrecen**

### **Opportunities for the development of mathematical thinking in early childhood education**

Abstract:

We have based our research on the view that mathematical thinking is a human activity that can be interpreted in a complex way in a social context but is also part of our daily lives. In addition to the development of thinking, the usefulness of mathematics is manifested in the unity of problem-solving, logic, and experiential knowledge acquisition. The kindergarten environment provides an excellent platform for the development of mathematical thinking in early childhood, as it provides an indirect opportunity to design and develop different areas in the background of diverse activities (Zevenbergen, Dole and Wright, 2004). The approach to the development and development of mathematical thinking has changed a lot in Hungary in recent decades, mainly due to the National Basic Program of Kindergarten Education. In the process of developing mathematical thinking, comparison is an important element in the development of concepts and the development of cognitive functions. In the world around young children, persons and objects have many descriptive features and qualities that can be grouped and evaluated during the recognition of differences and identities. Based on these, mathematical conceptualization and thought schemes can be shaped. The development of mathematical proficiency begins in preschool (and even earlier), and the child becomes more and more mathematically proficient over the years spent in the preschool environment. kindergarten teachers need to develop effective pedagogical practices that involve children in mathematical learning opportunities, cognitive processes, and games. The role of the educator in the preschool environment is to help the child discover and apply ideas that would not have come about spontaneously without the help of the adult (Sheldon and Epstein, 2005). In our presentation, we examined the aggregation of Hungarian trends and practices on the basis of local pedagogical programs (by analysing the content of 20 kindergarten programs). In addition to the practice in Hungary, we also provide insight into international innovative approaches and programs. In our presentation, we highlight the additional possibilities that can be applied to the development of mathematical thinking for children with special needs.

Key words:

mathematical thinking, early childhood, kindergarten



### **3. STANISŁAW KOWAL, JAKUB JANIK (onsite)**

**The Pedagogical University of Krakow**

**Family tutoring – practical implementation of the joint responsibility in the process of child development**

Abstract:

Good school consists of three groups: teachers, parents and pupils. Teacher's responsibility is fundamentally connected with the imperative to cooperate with parents. Moreover, without parents' and teachers' participation there will be no self-responsibility on child's part: hence supporting young people in the process of self-development and building self-responsibility should be the fundamental task (in general it comes from parents' natural responsibility and specifically in school it is derived from teacher's "contractual" responsibility). As a result – parents and teachers will support child in a step by step process to reach a level when young person is able to be self-responsible and face the consequences of various actions.

Family tutoring is a tool of a real cooperation between two crucial subjects in the process of child development - parents and teachers. During the meetings with family tutor, parents are asked to prepare personal educational plan which should include information about child's hobbies and interests, information about character traits plus SWOT analysis. Pupil, during meetings with family tutor, can actively participate in creation of such a personal plan. In this model parents' responsibility is aided by family tutor's responsibility and elements of child's growing self-responsibility. Family tutors' experience (coming from dozen years of using this method in schools based on the idea of personalized education) is a good starting point for the wider reflection about effects and various aspects of real daily cooperation between school and parents in a process of family tutoring.

Key words:

tutoring, family tutoring, personalized education, educational responsibility



**4. MAGDOLNA NEMES (onsite)**  
**University of Debrecen**  
**Parents' attitudes towards Early English in preschool age in a North-East Hungarian city**

Abstract:

Nowadays it is inevitable to speak foreign languages especially English as it is a lingua franca in Europe and all over the world. Whether it is a good idea to start learning English at an early age, has been under a constant debate. Previous research indicates that playful learning is the most important for a preschool-aged child in every field. Research has shown that several factors may lead to successful language learning such as age, methods as well as the quality and quantity of the L2 input. There is an increasing evidence on the importance of the first years of life from the perspective of effective language learning. This study advances our understanding of parents' attitude, expectations and opinion concerning Early English. We carried out our research in an institution in Debrecen in 2020. Using a sample of 65 children (N=65), we collected data from two sources: questionnaires filled in by parents whose children take part in English activities in the kindergarten and questionnaires filled in by parents whose children don't take part in them. As predicted, the parents believe the point of Early English activities is to provide them a positive experience during the activities, enjoy them and feel free to say at least words in the target language. Contrary to our expectations, parents involved in our research do not find it necessary to use ICT tools in English activities in preschools. Our study confirmed that there is a need for English activities in Hungarian preschools. The findings address a controversial belief among parents in terms of the ideal age to start learning a second language. The findings support the prediction that playfulness and intercultural competence are important for parents. We conclude that ECEC professionals need to find balance between using ICT tools and traditional props and tools in the second language activities.



## 5. KATALIN MEZŐ (online)

University of Debrecen, Faculty of Education for Children and Special Education

**Opportunities for collaboration between families and talent organizations for developing the creativity of sports talent**

Abstract:

Background: creativity is a usually necessary but not sufficient component of modern talent concepts. However, the use of “creativity” as a talent component and criterion excludes from formal talent development those talent areas (e.g. sports) that require relatively less creativity, so the role of the nonformal talent development in the family is increasing from this viewpoint. The questions are 1) how frequently using of the word "creativity" is in the documents of Hungarian formal talent development organizations in the sports area?, 2) what opportunities of families have to get involved in the development of creativity of sportsmen? Method: a creativity-focused content analysis of the database of the network of Hungarian Talent Points in October of 2021, and literature review. Sample: n = 846 Talent Points (organizations of Hungarian formal talent development) from the body-kinesthetic talent area. Results: More than half (58.51%) of the 846 Talent Points offering talent support in the physical-kinesthetic field do not even mention creativity in their self-characterization. In institutions that pay attention to creativity at least at the level of mention (351 talent points), it can be observed that the number of organizations that emphasize the development of creativity decreases from primary school onwards. The development of creativity seems to be given less emphasis in organizations that provide children and students with outstanding skills in the field of sports, so it is worth drawing attention to the fact that more emphasis should be placed on this - e.g. in the family.

Key words:

talent, sport, talent development, family



**10.00-11.30: SESSION II**  
**MORAL EDUCATION, RELIGIOSITY AND FAMILY TUTORING**  
**UPJPII University Library, Conference Room / MS Teams**  
**Chair: KRASICKI Arkadiusz**

**1. WITOLD OSTAFIŃSKI (online)**

**The Pontifical University of John Paul II in Krakow**

**The influence of family and religion on youth's higher education decisions**

Abstract:

The research paper will explore the youth's higher education decisions, specifically how school leavers develop choices on where to live and study. The study will review articles on how these decisions are created within the context of family and the role of religion and family background in defining the youth's horizons of actions.

Key words:

Family, education, higher education, religion, youth





**2. ARKADIUSZ KRASICKI, GRZEGORZ GODAWA (onsite)**  
**University of Zadar, The Pontifical University of John Paul II in Krakow**  
**Biblical implications of contemporary upbringing styles in a family**

**Abstract:**

Family upbringing uses various parenting strategies, conditioned by behaviours adequate to the child's development calendar. These strategies take into account the basic features of parenting styles, expressed in the autocratic, liberal, or democratic style of family upbringing. These styles result from many factors, among which there are personal experiences of upbringing, knowledge and parenting skills acquired in adulthood, or a combination of these factors resulting from a marriage. Educational styles may refer to sources of knowledge that are related to Judeo-Christian culture, especially to the educational assumptions contained in the Bible. The aim of the presentation is to present selected biblical fragments that refer to upbringing, taking into account their implications for contemporary styles of upbringing. To achieve this goal, an analysis of biblical texts and contemporary literature on the subject was conducted. The results of the research showed that the autocratic style has the highest number of biblical connotations. The style based on co-participation in upbringing is justified in the relationship between God and man. The liberal style is perceived as educationally disadvantageous. Taking into account the diverse cultural and social conditions of the discussed issue, it is worthwhile to pay attention to the validity of biblical instructions for contemporary upbringing in a family.

**Key words:**

Bible, upbringing, parenting style, family



### **3. MARIUSZ GAJEWSKI (online)**

**The Pontifical University of John Paul II in Krakow**

**Important Need for Education about Cults. Recommendations for parents and school teachers. Theoretical and practical considerations**

Abstract:

During the presentation, the issue of controversial cults will be presented. Initially, various reasons and arguments will be given as to why education about sects should be done. The most important principles of supporting children and youth before the activity of sects will be presented. Specific principles of preventive action will be given: from the psychological and pedagogical point of view. The family is an important educational environment. Also, it will discuss how a family can support a child's development and how it can protect against cults. Moreover, at the end, during the presentation, we will point out and discuss the importance of the school environment as a place to counteract sects and support children and youth.

Key words:

cult, education, parents, school, children and youth



**4. DAMIR ŠEHIĆ – BARBRA ČAVLINA – KATARINA ČAVLINA (onsite)**  
**University of Zadar/Department of theology and catechesis**  
**Challenges of the digital culture in education in family – „Technological disconnect” and its moral implications on education in family**

Abstract:

The effects of the digital culture have transformed the society and human ethos, and exponential digitalisation has led to an anthropological transformation. By causing profound and complex changes in all levels of the sociocultural environment, digital culture has also changed psychological, physiological, spiritual and moral consequences of an individual and family in general. The challenges that digital culture poses to family life by modifying relations of spouses, are also reflected in the upbringing children and their education, reshaping language, changing mentality, and restructuring value hierarchies. This work approaches the topic through three thematic units, the first of which aims to detect some of the most serious challenges of digital culture confronting education in family. The second part discusses the phenomenon of „technological disconnect” of family members and some aspects of the challenges that this new phenomenon poses to education in family. The third part of the work discusses technological disconnect of the parents and its implications on children and their moral education, observing the problems of shifting responsibility for upbringing and education to the technology and media, as well as the phenomenon of parental alienation syndrome. While not disregarding all the benefits of the postmodern digital culture, this work aims to emphasize and contribute to the discussion on the negative implications of „technological disconnect” on the moral aspect of the education in family.

Key words:

the digital culture, „technological disconnect”, moral education, education in family



**12.00-13.30: SESSION III**  
**RESEARCH IN HIGHER EDUCATION**  
**UPJPII University Library, Main Hall / MS Teams**  
**Chair: BOCSI Veronika**

**1. VERONIKA BOCSI (onsite)**

**University of Debrecen /Faculty of Education for Children and Special Educational Needs/ Hungary**

**The wider spectrum of students' socialisation. The analysis of institutional effects in higher education.**

Abstract:

The goals of this presentation are to reveal the whole process of institutional effects in higher education and to identify those components which can be classified as being beyond vocational skills. The topicality of this analysis is embedded in the transformation of universities, which can create a new framework for students' socialisation process. Two different methods were used during our research: a questionnaire with students (N=1502) on a nationwide sample in Hungary, and 31 interviews with lecturers. According to our empirical findings, the effects of higher education are extremely complex and vocational elements are not the only content which is transmitted. Students can perceive the components of moral effects at a high level, and general knowledge has acquired great importance, too. With the help of the lecturers' interviews we can identify the most important aims of the teaching process, which extend beyond the vocational elements, and at the same time, identify the barriers to and possibilities offered by this transmission.

Key words:

higher education, students' socialisation, institutional effects, vocational skills, lecturers



**2. GRZEGORZ GODAWA, EWA GURBA (onsite)**  
**The Pontifical University of John Paul II in Krakow**  
**Level of COVID-19-related threats and stress in first-year students. Support expected and help received**

**Abstract:**

Studying during the COVID-19 pandemic is conditioned by many factors that evoke the sense of danger and stress. The severity of sensing these factors may be related to personality traits. In order to check this relationship, a study was conducted in February 2021 in a group of 149 first-year students of one of the Polish universities. The study was associated with experiencing a sense of danger resulting from the limitations of the implementation of life goals, the development of free activity, impoverishment and anonymity of life in the student community. It turned out that the more threats young people perceive, the more stress they experience, which confirms the assumptions of the transactional theory of stress by Lazarus and Folkman. Selected personality traits, such as emotional stability, extroversion and conscientiousness, were important for students' assessment of the situation in terms of the degree of threat to the individual, and also protected against the severity of stress experienced. The results of the study showed the importance of social support obtained by young people from their loved ones, including mainly mothers and friends. The support provided by the university has also been described.

**Key words:**

threat, stress, students, personality traits, support, COVID-19



### **3. EMESE ALTER (online)**

**University of Debrecen**

#### **Who chooses STEM? The socio-demographic background and academic preparedness of STEM applicants in Hungary**

Abstract:

Although the dropout behavior and labor market opportunities of STEM students and the masculinization of STEM fields are all well-researched topics in STEM research, there is a very limited body of literature focusing on the social background and academic preparedness of STEM applicants. Thus, in this research, we compared STEM and non-STEM students based on their type of settlement, type of secondary school program, the rate of students coming from a disadvantaged background, extra points given for academic accomplishments, and total application score. To identify variables that significantly predict getting admitted to a STEM field, we conducted binary logistic regression. During our research, we conducted the analysis using the 2017 Hungarian Admission Database. Our sample consisted of those who got admitted to a full-time BA/BSc or undivided course (N = 41324). According to our results, STEM students cannot be identified as a disadvantaged group neither in terms of their social background or the lack of their academic preparedness. According to the results of the binary logistic regression, the main predictors of getting admitted to a STEM field are gender (male), having a language certificate, and having a vocational training certificate. The main goal of our research was to explore whether the individual characteristics of STEM students can be the reason behind the high attrition rates specific to STEM fields. Since our results did not support this conclusion, we suppose to further investigate the role of institutional variables (such as climate, selective approach of college teachers, and high academic expectations) in dropout.

Key words:

STEM; higher education; admission; recruitment; social background; academic preparedness



**4. CSANÁD ALBERT-LÓRINCZ (online)**  
**Partium Christian University, Romania**  
**Opportunities for tutorial videos in higher education**

**Abstract:**

In this presentation the speaker is sharing his experience with tutorial videos edited for university students. The COVID-19 pandemic has accelerated the spread of online technologies in education, although the technology was previously available. The sudden transition was a challenge for many teachers. During this period we have experienced not just the disadvantages, but the potentials of online education. The virtual space is suitable for transmitting educational videos for the benefit of students. This way of transmitting information can be very effective, because on the one hand the more different communication formats we use (spoken, audio-based, visual-visual, and written), the more efficient the transfer of content can be. On the other hand students are already accustomed to different video contents in social media, therefore they easily accept the educational content. From the teacher's perspective editing of tutorial content videos is time-consuming, appropriate hardware and software is required, and some level of digital competency is also essential. The speaker recommends methodology and free software for recording tutorial videos. Appropriate audio and video effects or background music can increase the enjoyment of learning, but they are mostly copyrighted. Finding free stock photos and/or royalty free music requires some routine. The conclusion is, that creating a good quality tutorial or educational video is very time consuming which cannot be yet proportionally accounted as teaching or scientific performance at many universities. Until accountability and institutional support is resolved, the spread of tutorial videos will be limited.

**Key words:**

online education, tutorial video, digital competencies, video editing



**12.00-13.30: SESSION IV**  
**HEALTH, MENTAL HEALTH AND FAMILY**  
**UPJPII University Library, Conference Room / MS Teams**  
**Chair: SALAMON Katarzyna**

**1. PAULINA HORNIK (onsite)**

**The Pontifical University of John Paul II in Krakow**

**The process of a child's return to school after cancer - the role of cooperation between educational environments**

Abstract:

As a result of medical advances in paediatric cancer treatment, many children win their battle with cancer and return to school. School reintegration is important rehabilitation goal for them. Like physical recovery, it is a process. Returning child to school after hospitalisation for all family members can become a source of hope that the child will also continue to develop intellectually and psychosocially. However, many childhood cancer survivors experience various consequences of their illness and treatment that are not insignificant for their functioning in the school environment. Neurocognitive disorders, affective or psychosocial difficulties often occur. These factors, combined with others like, for example, a significant amount of absence, changes in appearance due to treatment or pressure to return to their initial level of intellectual functioning in a short time, can contribute to the development of school phobia. In order to facilitate the adaptation of the child after cancer to being a regular student at school again, it is useful to refer to specific models of school reintegration. For this process to be effective, it is important to have a coordinated collaboration based on constant and open communication between the three environments: family, school and medical. It is also important to involve the child in this process, as the child is the link between these environments. Among the factors that have a crucial impact on the process of returning to school, the role of peer relationships is in particular underlined. The child after cancer is still a child. It is the task of the parents and the school to support the development of the child by strengthening the child's self-esteem and working to improve the quality of his life in all its dimensions.

Key words:

childhood cancer, end of treatment, back to school, family, teachers



**2. LALEH GOLAMREJ ELIASI (online)**  
**University of Turku, Finland**  
**Puberty education Program: A Study on the Tendency of Afghan female youths to Engage in High-risk Behaviours in Iran**

**Abstract:**

Due to the common border, culture, and the forty-year war, Iran is one of the destinations for Afghan migration. Around 3 million un/documented Afghans live in Iran. Most of them work in construction, agriculture, and garbage collection. Having assets, bank accounts, health insurance, and registration in state schools are all challenging for Afghans in Iran. According to low income, challenges in state school registration, and expensive private schools, Afghan adolescents' education is in danger. As a result of parents' low education, the taboo of puberty issues, and hard access to school for Afghan adolescents, they have little knowledge about puberty. Low education can lead to risky behaviors in the puberty period that are rooted in physical, sexual, mental, and social changes. The main purpose of this study is to create a missing link between families and adolescents in the field of puberty education by designing a puberty education program for Afghan female youths in Iran and assessing its effectiveness in reducing their tendency to high-risk behavior. 43 Afghan girls were selected through a random sampling method. The participants were given training on the physical symptoms of puberty, early/late puberty, genital anatomy, menstruation, psychological changes symptoms, sexual relationships, sexually transmitted diseases, peer pressure, and addiction. The intervention consisted of seven sessions. 38 participants in the control group received no intervention. The Iranian adolescents' risk-taking scale was used for measurement at baseline and completion of the program. The results showed that there were significant decreases in the tendency to smoke, substance abuse, alcohol consumption, and unprotected sexual relationships in the intervention groups. However, the tendency to violence had no significant differences among the control nor the intervention groups. Further research on family education about puberty is suggested.

**Key words:**

Puberty education, Afghan family, risky behaviour, Iran



### **3. KATARZYNA SALAMON (onsite)**

**The Pontifical University of John Paul II in Krakow**

**The significance of socialization process and its influence on quality of life.**

Abstract:

The Main Questions: How the socialization process, especially its first stage, is correlated with later quality of life? Is the proper communication with Significant Others the main factor in social identity creation process? The Main Goal: The analysis will evaluate the impact that the family life, relations with Significant Others, educational system have on social identity creation process and quality of life in its all dimensions. Quality of life will be analysed by: physical and mental health (energy and fatigue, sleep and rest, negative feelings), leisure time, social belonging (formal interactions and personal relationship, family life, spirituality/religion/personal beliefs and self – esteem). Both – subjective and objective indicators will be considered. Analysis Impact: The analysis will present the mechanisms by which socialization is correlated with social identity creation process and referencing the correlations between these mechanisms and later quality of life.

Key words:

tutoring, family tutoring, personalized education, educational responsibility



**4. ANNA SZABINA SZELE (online)**

**University of Debrecen / Faculty of Education for Children and Special Educational Needs / Institute of Special Education**

**Findings of a 2-year follow-up study among preterm infants - predictor variables of neurodevelopmental outcomes at 2 years**

Abstract:

The aim of our follow-up study is to investigate the neuromotor development of preterm infants at 1 and 2 years of corrected age, and to determine which variables (perinatal, neonatal, socio-demographic, neuromotor development indices) measured at the age of 1 are able to predict preterms' development at the age of 2. The final sample consisted of a total of 140 infants; the developmental examinations were carried out at 1 year of corrected age using Bayley-III Screening Test and, at 2 years of corrected age using the Bayley-III Diagnostic Test. We reviewed retrospectively newborns' hospital discharge papers and gathered information on perinatal and neonatal characteristics of subjects. Socio-demographic characteristics were assessed with self-devised questionnaires. Our multivariate linear regression models had adequate explanatory power ( $R^2 = 50-90\%$ ); especially Receptive and Expressive communication subscales at year 1 showed outstanding explanatory power. Our results suggest that language variables have high predictive power with regard to other developmental areas at the age of 2.

Key words:

BSID-III, preterm infant, low birth weight, predictor factors, language skills



**5. MARIA ŁUSZCZYŃSKA (online)**

**The Pontifical University of John Paul II in Krakow**

**How to deal with death in the family - thanatological threads in building constructive family relationships**

Abstract:

The issue of death is the most universal and at the same time hidden in individual reflection, in interpersonal dialogue and not fully present in social relations. Inviting this topic into the personal development it can help to overcome the most existential anxiety and thus pave the way for a truly happy life. Due to its irritability, it should be discussed primarily in the family, between children and parents. Unfortunately, often adult family members are not prepared to deal with this issue in their relationships with their kids. Parents often failed to work through their own mortality with their relatives in their families of origin. The presentation will propose possible ways of dealing with death in the family. This seems to be especially advisable because of the need to normalize and draw death from the shadow as a natural and inevitable phenomenon in the life experience of every living and thinking individual.

Key words:

death education, family, relation in the family, thanatology



**9.00-10.30: SESSION V**  
**SPECIAL EDUCATION**  
**UPJPII University Library, Main Hall / MS Teams**  
**Chair: GAGAT-MATUŁA Anna**

**1. ANNA GAGAT-MATUŁA (onsite)**

**The Pedagogical University of Cracow, Poland**

**The highs and lows of returning to full-time education during the COVID-19 pandemic in the opinion of parents of children with autism**

Abstract:

The main aim of the research was to determine the situation of children with autism with regards to their inclusion in classroom education with other children, and to identify the barriers that in the opinion of their parents hindered their return to integration with their peers. It was assumed that such an extended period of exclusion of autistic students from traditional education will have negative effects in the cognitive, psychological and social spheres, affecting their reintegration into the classroom with other children. The quantitative research method was used and the selection of the sample was deliberate. The study was conducted in 2021 in the Podkarpackie province, and included 126 parents of students with high-functioning autism. The results show that as many as 89% of autistic students and their families experienced negative events during the pandemic. Among such experiences, the most common were: deterioration of contact with peers (45%), an increase in difficult behaviors in a child with autism (20%), misunderstandings and conflicts in the family (13%), and a decrease in family income (6%). Less frequent were more serious events such as: one parent's loss of a job (2%), divorce (1%), severe illness in the family (1%), or the death of a parent due to COVID-19 (1%). Among the parents participating in the study, almost one third (30%) declared that their child's physical health had deteriorated. Two other areas in which the respondents most often reported deterioration were general functioning (30%), and the mental well-being of the child (40%). In the case of depression, the study showed that as many as 49% of students with autism had experienced it.

Key words:

Education, pandemic Covid 19, autism, family



**2. ERZSÉBET RÁKÓ – ERDEI ILDIKÓ (online)**  
**University of Debrecen**  
**Children with special needs in foster care**

**Abstract:**

A pilot research will be presented in the presentation. The aim of the research is to present the foster care of children with special needs and to explore the living conditions of foster parents living in Hajdú-Bihar County and their foster children, with special regard to children with special needs. The research is exploratory in part as part of a larger sample study. In the research, we are looking for the answer to the question of how the care of foster children with special needs is implemented due to the deinstitutional processes in child protection in the recent period. Numerous international studies point out that institutional placement is particularly detrimental to the 0-3 age group. (Browne, 2006; Zeanah et al., 2017; Finelli et al. 2018). The research method is a questionnaire, a secondary analysis of statistical data. Among the alternative forms of care, family-based, family-like care can be developed.

**Key words:**

foster parent, special needs, alternative care



### **3. NATALIA LEMPASZEK (online)**

**University of Gdansk**

#### **The role and importance of school student's book in creating the image of disability by children of early school classes**

**Abstract:**

The aim of the article is to present how the forms of presenting disability in textbooks influence the shaping of the image of disability by children. Using texts in the student's books that present disability later guide the social discourse on disability. Polish student's books of various publishing houses for the early age children (6-10 years old) were analysed, in which the disability was presented in the form of icons or short stories, stories, comics. The method of presenting disability, the relationship of a disabled person, how he is treated by a disabled person, what the relationship is made of was analysed. The way disability is presented in the student's books was related to the social discourse related to disability present in Poland and whether it coincides with the image presented in the student's books. In conclusion, conclusions were drawn that show the relationship between the way disability which is presented in school' student's books and the perception of people with disabilities by the social space. It contains conclusions that were drawn during the analyses. Based on the analyses, we are able to say that people with disabilities are presented as people who need our help and support. When a person with a disability is presented as a peer, it is the most often in the weaker-stronger relationship. A person with a disability is weaker and a person with no deficits shows goodwill and includes the person with a disability in play. The same approach to people with disabilities is still present in the social space.

**Key words:**

Student's books, education, disability, social perception



**4. MONIKA PYRCZAK-PIEGA (onsite)**  
**The Pontifical University of John Paul II in Krakow**  
**Does disability limit educational opportunities for family members?**  
**Theoretical and practical considerations**

**Abstract:**

This talk will present the definition and biopsychosocial model of disability and its impact on the educational opportunities of family members of a person with a disability. In the life of families there is no shortage of situations that can disrupt their well-being and functioning. One of them is the occurrence of an illness or disability in one of the family members. This is when everyday life changes dramatically, but it does not mean that this situation means an end to the happiness and well-being of family life. Many factors influence how families cope on a day-to-day basis, both external, related to the family environment, and internal, related to the characteristics of individual family members. Thus, it is important how a particular family responds to the limitations and demands of disability. Disability may be a factor that influences whether non-disabled family members have opportunities for educational development. It may or may not be a barrier to this opportunity. It depends on its type, level, and cause. The results of a self-report study will be presented, showing the assessment of the impact of the disability of a family member on the education of other family members. A brief case study of an adult man, husband and father whose wife and one of his children have a disability will also be presented. This disability inside the family has significantly determined his educational opportunities in the course of his adult life.

**Key words:**

disability, education, family, family member, limitation





## 5. ROLAND HEGEDŰS (online)

**University of Debrecen, Eszterházy Károly Catholic University, Hungary**  
**Subject liking and performance of students with different learning disabilities**

### Abstract:

The aim of the research is to examine in a large sample the end-of-semester grades of sixth-graders with learning disabilities (dyslexia, dysgraphia, dyscalculia) and which subjects they prefer. Children may have different learning problems depending on the type of learning disability that also affect their academic performance (Csépe 2004; Mesterházi and Szekeres 2019; Hegedűs 2020). In addition to learning disability, student performance may be affected by family background, type of institution, or gender (Marks 2008). Csapó (2008) examined the popularity of subjects in a national study, based on which he found that the popularity of individual subjects decreases with age; Mathematics and Hungarian Grammar were the less, while Hungarian Literature was one of the most popular subjects. In our research, we analyzed the 6th grade database of the 2017 National Competence Survey, which contains questions on subject popularity and grades. The database contains data on 91 599 students, 1 593 of whom are affected by one of the types of learning disability mentioned above. Based on our results, it can be stated that if the child has only one type of learning disability, the semester and end-of-year study averages are higher, while all three learning disabilities have the lowest average study values, so the accumulation of learning disabilities causes a large decrease (0,4-0,6). Children with dyscalculia also have poorer semester results in Math, Grammar, and Hungarian Literature than children with dyslexia or dysgraphia.

### Key words:

learning disability, special educational needs, student achievement



**11.00-12.30: SESSION VI**  
**MINORITIES AND DISADVANTAGES FROM THE ASPECT**  
**OF EDUCATION**  
**UPJPII University Library, Main Hall / MS Teams**  
**Chair: BICZÓ Gábor**

**1. KRISZTINA SEBESTYÉN (online)**

**University of Nyíregyháza, Hungary / Institute of Applied Human Sciences**  
**Foreign language choice of students from different social backgrounds in**  
**secondary schools**

Abstract:

According to previous research (e.g. Bernstein 1971; Gogolin 2014; Hegedűs – Sebestyén 2019), family background plays a decisive role in an individual's mother tongue acquisition and learning foreign languages. In another study, parents with a high social background (54,0%) chose German for their children, and parents with a low social background (56,9%) chose English in primary school (Sebestyén 2021). Based on this, in the presentation I examine what difference can be detected in the foreign language choice of high school students from different social backgrounds. I analyse the student data (890 people) of my database entitled “German learning and teaching in Hajdú-Bihar and Szabolcs-Szatmár-Bereg counties” prepared in the 2018-2019 school year, during which I perform cross-tabulation and cluster analysis with the help of SPSS program. The database contains data on 11th grade secondary school and vocational secondary school students who studied German and / or English in secondary school. As the results, there are difference between the learned foreign languages according to family background among secondary school students. Among the clusters related to secondary school choice, those belonging to the “Higher Education Oriented Local” cluster are most interested in foreign languages, most German-speaking (74,0%) and English (89,0%) students tend to be in this cluster. Overall, the majority of respondents learn English, while students from higher social backgrounds (also) learn German.

Key words:

English, German, foreign language choice, social background, secondary education



## **2. NORBERT TÓTH (onsite)**

**University of Debrecen, Hungary**

### **Theoretical and Methodological paradigms of Anthropology of Education**

#### **Abstract:**

After the Second World War, a branch of educational research approach and concept appeared within the framework of anthropology creating a kind of subdiscipline known as Anthropology of Education (Delamont, 2008). Anthropology of education focuses on the socialization function of schools, cultural transmission, and the process of enculturation. Furthermore, the examination of the role of ethnocentrism from the perspective of reproduction of inequalities is also a key factor. Anthropology of Education deals primarily with local communities, since, according to its basic concept, it is not possible to generate general solutions that can be valid in all cases. The main reason for this is that social mechanisms in each community are situational, so the attempt to solve must also be situational (Spindler, 2000). In the current lecture, I intend to outline the main theoretical and methodological features of it paying special attention to the historical background. Over and above, the methodological dilemmas and issues have also been under examination. Taking into consideration Kathryn M-Anderson-Levitt's findings (2012), I tend to target the following questions: Do anthropology of education and related terms mean the same thing in different parts of the world? Above all these, I try to present how the theoretical and methodological paradigms can be applied in the context of the integration of disadvantaged and Roma students at Hungarian primary schools. After the clarification of the theory, I demonstrate relevant features from an empirical research which has been carried out within the framework of anthropology of education based on qualitative techniques.

#### **Key words:**

Anthropology of Education, disadvantaged and Roma students



**3. BICZÓ GÁBOR (onsite)**  
**Debrecen University, Faculty of Child and Special Educational Needs,**  
**Department of Social Sciences**  
**Sociocultural integration of Romani minority communities in Hungary –**  
**short overview**

**Abstract:**

Recently in Hungary, the population of the Romani ethnic minority community has increased close to 1 million that means one tenth of the country's population. Regionally there are counties especially in the upper north and southwest where the proportion of ethnic Romani is over 50%. Moreover, in the younger age groups can be observed much higher proportions and there are a number of segregated kindergartens and primary schools in the countryside where cannot be found a single pupil from the ethnic Hungarian. All of the sociodemographic tendencies in Hungary demand more focused attention regarding the challenge of integration of local Romani communities. In my lecture, I will give a brief overview about the complexity of the integration issue. The analysis presents the multipolarity of the integration issue focusing on the sociocultural diversity of Romani local communities. According to the widely accepted convictions, due to the complexity of our basic question, namely how can integrate the mostly disadvantaged and diverse Romani minority groups, the solution seeking strategy has to be also complex. In my paper, I will use more during my fieldworks gathered examples from the last decade in order to shed light on the multifacetedness of the integration issue.

**Key words:**

integration, Romani minority community



**4. KATALIN GÁL, RITA-GIZELLA PÁSZTOR (online)**  
**Partium Christian University, Department of Human and Social Sciences**  
**Early school leaving - case studies from Partium**

Abstract:

The prevention and reduction of early school leaving in Romania is a priority, as the dropout rate is well above the EU average (9.9%) (15.6% in 2020) and the country has not met the targets set by the Europe 2020 Strategy, therefore the prevention of early school leaving is a priority in the Romanian financial support system. Our research was carried out in schools from Partium region from Romania in the context of the preparation of a funding project. First of all, we mapped international and national research results and statistical data in order to place Romania on the European map of early school leaving. The empirical basis of the research was an online questionnaire with teachers working in the selected schools. The aim of the research was to profile typical students at risk of dropping out of school and to identify activities to prevent early school leaving. The results of our research support our hypothesis that the studied schools reproduce national trends in terms of teachers' knowledge of the phenomenon, their approach to it and their efforts to prevent it. In their everyday teaching practice, teachers are constantly confronted with the phenomenon of early school leaving, are aware of the possible causes and see typical school leavers. In terms of solutions, it can be said that there is a structural deficit in the national educational system, in reality there are individual, i.e. teacher and school level solutions of the early school leaving phenomenon.

Key words:

early school leaving, disadvantage, prevention



**5. CSILLA RÉTHÁTI (online)**  
**University of Debrecen**  
**Vocational school measures to reduce early school leaving**

**Abstract:**

The theoretical framework of the research is the results of sociological research examining the drop-out rate of vocational school students: Fehérvári (2008), Hanák (2016), Kertesi, Kézdi (2013), Liskó (2008), Széll (2015), Fehérvári (2015) Szemerszki (2015, 2016). In contrast, the situation in the Western Transdanubia region is much more favorable in terms of early school leaving. Leaving school without a degree, also known as dropping out, has been an educational and social problem for many years. We examined our research through the document analysis of all vocational schools in two disadvantaged regions (Northern Hungary and the Northern Great Plain) and a better financial region (Western Transdanubia) and the vocational school departments operating within the framework of the Unified Special Education Methodological Institutions (hereinafter EGYMI). During the research we used several methods, document analysis and statistical data analysis. During the document analysis, we analyze the professional programs of the schools, the organizational and operational regulations along certain aspects. Through the analysis of the documents of the mentioned schools, I present the methods used by segregated institutions for the education of people with learning disabilities in order to prevent or reduce drop-out. We present the parts of the pedagogical program and the professional program from which we can get an idea of how the school contributes to the reduction of drop-out through education and how the school contributes to the reduction of the disadvantages of the students, what are the disadvantage management measures. in the program. We reviewed best practices and mapped the school's network of contacts.

**Key words:**

dropout, disadvantage compensation, disadvantage





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