

ABSTRACTS

SZABÓ-SZETTELE, KATINKA: Creative writing in the foreign language class – Methodological issues and aspects in the context of creative pedagogy and creative language learning

The development of creativity is a general pedagogical goal, which is emphasized by both national and international education policy. On the other hand, there is less talk about the method of implementation, the students' creative ability often remains hidden. However, creative teaching and learning has many advantages, which we have already presented and discussed in a previous study. The present work focuses on creative language learning, within that creative writing in foreign language education. Creative writing is related to creative or otherwise aesthetic-artistic language use, which is an important form of linguistic creativity. In relation to creative language learning, we examine the methodological aspects of creative writing, which is one of the important tools for developing foreign language competence. Through creative writing exercises, students engage with the language more intensively, their vocabulary develops, and they become more conscious language users during active, productive language activity. We also highlight the question of evaluating creative writing, which is important for enhancing creativity and creative language skills. Adequate and suitable feedback on student texts is suggested which enables students' linguistic-creative development and effectively supports effective language learning. In addition, creative writing exercises also have a personality development function, as they support self-efficacy, increase students' self-esteem, and at the same time teach focus, perseverance, and the development of open attention.

Keywords: *creative writing, creative pedagogy, foreign language education, language teaching, language learning*

*Ady-műsor*

(1968)

Körmendi József, Torma Mária,
Szolcsánszky Veronika, Lévai Iászló,
Páll István; takarva: Vass Ágnes,
Bezdn József, Borköles Erika,
Tomcsányi Katalin

DARABOS, KATA: Escape rooms in geography teaching

The new challenges of the teaching-learning process in schools, make it essential to develop new methods, tools when planning lessons. A new approach to teaching and learning, published in the 2000s, is now one of the most popular leisure activity today, the escape room as an „escape- classroom” in schools can also be used in classroom practice. The escape rooms are individually designed, with the aim of divided into several subtasks in order to achieve the objective. Research suggests that a well constructed escape room task can help students to process new learning material, develop their individual development and make teamwork more effective. It can also play an important role in thinking and can help students to develop creative, critical and problem-solving skills. This kind of gamification of the learning process can have both a material impact (either using only paper and pencil) and digital environments, which can allowing us to design our classroom for the purpose of the lesson. This paper will mainly focus on the practical application of digital escape-classrooms in geography within the geography curriculum. A summary of the experiences of teachers and students clearly shows that the use of the classroom for learning new material and for summarising what has been learned and summarising the content of the lesson helps to develop pupils' cooperative skills and problem-solving thinking in this context, the experience of playing together has a motivating effect.

Keywords: *geography, thinking development, escape room, escape classroom, gamification*

Ady-műsor (1969)

Első sor: Torma Mária,
Tomcsányi Katalin,
Szolcsánszky Veronika, Vass
Ágnes, Borköles Erika;
második sor: Cserna Csaba,
Elek Gyula, Bezdán József, Páll
István (takarva). A műsor az I.
Visegrádi Színjátszó Napokon
a fesztivál megosztott fődíját
kapta a Tatai Bányász
Színpaddal együtt. A műsor a
legjobb rendezés díját is
elnyerte.

