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The development of the impact system of conductive education, with special regard to the educational factors promoting activity

Theses of doctoral (PhD) dissertation

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I. Reasons for the choice of subject matter, theme and objectives of the dissertation

The organisation of learning is successful if we manage to activate the entire personality. Activation is applied both to internal psychic processes (perception, level of attention concentration, vividness of remembrance, intensity of thinking, motivation of actions, emotions, volition) and external actions. As a result, the activation level of psychic processes grows, their goal orientedness increases, the efficiency of activity improves, intense, continuous learning and self activity are established. Thus effective learning is impossible without personal intention, participation and effort (Báthory, 1987; Réthy, 1998).

Activity is "the child's preparedness for action, their endeavour for self expression and self advocacy, which are related to other psychic characteristics, primarily interest and temperament, their manifestations are emotionally tinged, and the dynamism of this complex phenomenon is realised in activity" (Borbély, 1961: 163-164).

Mária Hári writes: "The child's activity, anticipation, volition in itself is not enough. If the intention is inappropriate, it will increase spasm and excessive movements; as a consequence, execution will fail and the failure will affect volition, it will inhibit it. On the one hand, the conductor, the pedagogue in charge helps the child achieve success, on the other hand he/she teaches them the appropriate way of volition, intention. The children cannot be expected to perform gymnastic exercises, movement exercises or functions since we can only practise something that exists, and they originally lack appropriate coordination which could be practised. Practising active functions would mean reinforcing pathological schemes."(Hári, 1982: 500).

The dichotomy described above leads to my choice of subject matter. Damage to the central nervous system may entail motor disorder, the most frequent condition requiring comprehensive rehabilitation. The injury is non-progressive and may mostly affect posture, muscle tone, motor coordination and learning abilities. The development of basic capacities may be delayed, unusual paths may occur (Little, 1861; Cansetal, 2007; Rosenbaumetal, 2007; Baxetal, 2006; Papavasiliou-Panteliodis, 2011; Vekerdy-Nagy, 2010,2019; Hári, 2000; Balogh and Kozma, 2000; Benczúr, 2000; Kullmann, 2000). Due to the motor disability, understanding one's surroundings, adapting to the environment present a challenge; on the one hand, this means perceiving, comprehending and processing information and demands of the outside world as well as expressing and realising one's own needs in that world, on the other hand, learning coordination, i.e. the coordination of intention and the execution of intention, the

coordination in space and time of elements involved in action (Hári, 1982). Physical inactivity may entail decreased activity, failed attempts may lead to lack of motivation. The drive to explore the environment may decline, the possibilities to gather experiences may narrow, the development of learning capacities may slow down, social isolation may increase.

"Orthofunctional spontaneity", a term used in conductive education expresses that spontaneity, activation are essential but must be orthofunctional (Hári, 2008:127). If the goal of the action is not appropriately intended, the efforts of the child who has motor disability originating from damage to the central nervous system may fail, during activity symptoms may appear that will inhibit the execution of actions (Hári, 2008). *In Mária Hári's words, the person intending "has the very problem that they are unable to be properly active, when they intend, they intend in the wrong way"* (Hári, 2008: 128).

In this interpretation, the significance of active behaviour lies in learning motor coordination, in acquiring an inner image to be discovered through the tasks given, thus the inner image of appropriate coordination, proper intention evolves through directed active experiencing in the course of conductive education. In this sense, orthofunction can be learned (Hári et al, 1991; Hári, 2008).

As interpreted in conductive pedagogy, activity does not simply mean active motion, physical movement, not just "activity of the body", it is understood in a broader sense; in forming movement activity conductive education builds primarily on the active functioning of the brain, conscious anticipation, intention and positive emotions. The conception *strongly emphasises the significance of internal psychic processes in addition to physical activity, highlighting the role of goal building, interest and planning within activity. The education focuses on conscious functioning, on the person, on the personality* (Hári, 1982, 2008).
"Intellectual, emotional, social and moral stimulation promotes this development. It influences the student's activity and spontaneity (Increase of attention level, development of the dynamism of interest, preparedness, inner drive, impulse, inner activity, creativity.)" (Hári, 2008: 125), so it is about active problem solving, spontaneity, creativity, task performance is to be achieved by problem solving. The primary aim of conductive pedagogy is not transmitting knowledge but teaching to learn, teaching to adapt to the environment through action.
Children with motor disabilities are exactly alike their peers presenting typical development, they too make progress by experiencing and learning but start from a less advantaged position. On the other hand, if we attach importance to learning, we have to ensure optimal possibilities

for learning, namely *active learning and appropriate structuring of the curriculum (movement and activity)* (Hári, 2008).

That is exactly what inspired my choice of subject matter: I wanted to analyse, explain and demonstrate to pedagogy in the broader sense the educational effects and factors conductive pedagogy allocates in order to achieve activity, to ensure active learning for children with motor disabilities originating from damage to the central nervous system.

In this spirit, my study is aimed to provide a global outline of the main stages of the development of conductive education from 1947 to 1997 and thereby to analyse the theory of conductive pedagogy according to specified criteria, to describe the deeper interrelations of conductive education on the basis of education theory, to identify and separate conductive educational goals, pedagogical personality interpretation and educational factors, to analyse their functioning, to detect the characteristics of operation in practice and the model of the impact mechanism which will provide an opportunity for a conceptual-theoretical modelling of conductive education. The current position, challenges and tasks of educational science, disability studies, special education and the related disciplines call for an assessment of the theory of conductive education, thus, contrary to earlier studies, in my research I rethought the conductive education model, focusing on the issue of activity.

In my study I strived to create a summary overview with the help of the key aspects I had selected. Starting from those points of view, my study was not to provide an impact assessment or a description of methodology. The study did not aspire to critically evaluate the single conceptions (models) that were processed and analysed, or to assess specifically the development of conductive education across periods of time or its particular variations in the light of the achievements of educational science, developmental psychology and personality psychology of either the given era or the present time. Rather than looking for causes, in my study I endeavoured *to detect the characteristics of operation, to demonstrate whether activity forms and educational factors promoting activity were there, to show the effects and to provide a descriptive analysis of these.*

II. Theoretical framework and bibliographic background of the study

In his writings András Pető emphasises the holistic approach to persons and placed conductive education at the crossroads of pedagogy, special education and medical science (Pető, 1955). He integrated the achievements of several disciplines and the experiences he had gathered during his own career into a unity representing a new quality, the conductive system of effects which develops the human being as a personality and provides optimal assistance for progress. Following his death Mária Hári carried on the methods created by András Pető and built them into an educational system.

For the conscious and competent planning, organisation and management of pedagogical activity it is crucial to have a clear understanding and vision about the structure of the education and instruction process, the interactions of its elements, the theoretical and practical laws of its organisation. We may find differences as to what the outcome of the education process should be and what we should endeavour to shape. The various views generally emphasise one particular segment of the highly complex education process (Bábosik, 1987): personality constructs (Nagy and Horváth, 1976), the shaping of behaviour and activity (Gáspár, 1977, 1997), or personality constructs, referring to the stimuli and regulators of behaviour and activity (Ágoston, 1970), the personality's hierarchical system of competences (Nagy, 2000; 2007).

We can find a number of concepts regarding the definition of education in itself, e.g. Zrinszky, 2002; Mihály, 1998; Szenczi, 2000; Schaffhauser, 2000; Bábosik, 1999; Gáspár, 1997; Oláh, 2007. As an identical element of the formulations we can stress the direction to achieve positive, lasting change in the personality, which comes across through a series of intended activities and evolves as a result of education. The dominant but not exclusive impact of education on the development of the personality must definitely be mentioned here. In addition to the impact of education on the development of the personality we should not disregard the correlations of inheritance, capabilities and maturation, spontaneous development as well as environmental effects with education.

The extent to which the direction of education and personal qualities characterising the individual are present and the role of the child and the educator in the education can be determined as differences. Differences appear in the definition of ideals and values as well as to whether the child's interest, the observance of required standards, or perhaps religious values are seen as factors to be asserted by education.

In everyday parlance we can also encounter metaphors for education. The most frequently used terms are education as care, leading out; education as guidance; education as governance and management based on inner discipline; education as supporting self-development; or an interpretation of education as the development of adaptation and education as a metaphor for assistance with life (Kron, 2003). In the various theories the child, the student appears as a sapling, a plant, in Plato's allegory education is interpreted as guidance out of the cave. We have to mention here Peter Petersen, who arranges the pedagogical situation around a leader who possesses excess value and acts on the basis of some appointment, as well as Herbart, who emphasises governance and the promotion of inner discipline to achieve the submission, the breaking-in of the child's will. By contrast, Jean-Jacques Rousseau and Theodor Litt support the child's self-development, propagating negative education and the conception of sympathetic education (Kron, 2003). Johann Heinrich Pestalozzi also had an impact on the conception of conductive education; the idea of humanity, the image of the person in need of help appear in his writings. In this approach education manifests itself as assistance with life, support of self-help (Kron, 2003).

The educational model of István Bábosik

When creating the reference framework, my primary concern was to explore and adopt a model which makes the *comprehensive development of the personality* the focus of education and *places special emphasis on educational factors ensuring activity, moreover, on the set of those factors organised as a system*. From this point of view, the educational model of István Bábosik proved most appropriate on the horizon, since it clearly stresses the importance of activity in the process of education and emphasises those educational factors which in their effects *focus on organising children's activities, on widening the circle of children's activities, on applying the self developing effect of children's activities, moreover, on willingly increasing that effect*. Thus in order to describe the conductive educational conception and detect the internal correlations and main components of the educational practice I took István Bábosik's educational model as the ground of interpretation, and the categories of the model serve as the basis of comparison during the analysis of conductive education's periodically varying concepts and categories with occasionally increasing attributed meanings (Bábosik, 1997: 7-25; Bábosik, 1999: 31; Bábosik, 2004: 181-204).

István Bábosik's theory refers to *constructive life management* as the purpose of education and the path leading to this is the formation of appropriate behaviour and a repertoire of activities.

His idea of mankind presents the *individual possessing autonomously controlled community development and self development activity*, who, parallel with their individual progress, contributes also to the development of human communities. In this concept both components need to be developed simultaneously (Bábosik, 1981). As Mária Kovátsné Németh puts it, István Bábosik "addresses the laws of education on the basis of the individual's varying needs emerging in the course of development, specifically the need for authority based control of activity, then the role of social control replacing it, in the shaping of autonomously controlled constructive life management" (Kovátsné Németh, 2006: 147).

In his formulation, if we want to influence life conduct, we have to *establish an appropriate set of conditions within the personality*, since that will urge the individual to proper – constructive – activity.

According to his personality concept, the individual's activity is controlled by two main functional components of the personality in close interaction with each other: the *stimulating-regulating* specificity group and the *organising-implementing* specificity group. The *stimulating-regulating* specificity group includes motivational-necessity constructs. The *organising-implementing* specificity group is made up of knowledge, proficiencies, skills and abilities. The former determines the *basic social direction of activity*, the latter the *details of implementation*.

In his interpretation of the personality István Bábosik stresses the *importance of shaping the stimulating-regulating components of the personality* and the formation of behaviour and activity forms closely related to them. This simultaneously means substantial and functional refinement of the necessity system related to the community development and self-development activity, the reinforcement of habits of a specified direction, the internalisation of patterns and the formation of convictions: the shaping of character, views and attitude.

In his conception he assigns the shaping of the above to the function of *moral education and intellectual, aesthetic and healthy lifestyle education*. As fundamental values he mentions work, value protection, helpful, tolerant and disciplined behaviour, intellectual cultural learning, love of studying, motivation to acquire new knowledge, the demand of life-long learning (Bábosik, 2004).

In his theory he stresses the importance and continuity of tasks and alternative activities built on the child's interest, the opportunities offered by differentiation, well-founded, frequent feedback of accomplishment and the related assistance, the pedagogue's model transmitting, cooperative, supportive, orienting role and the promotion of constructive beliefs reinforcing

self development, life management plan and social habits. To this end he emphasises the role of appropriate educational interactions and of educational factors to ensure these.

"In practice the situation is that if motivating competences are deficient but organising-implementing competences are sufficiently developed, the individual is capable to perform the activity, but, due to the lack of motivational basis, will not seek to do so, thus the activity will stop or not start at all. If motivating competences are developed and organising-implementing competences are not, the individual will try to accomplish the activity but will not be able to perform it effectively. It is apparent from the above that for the personality to be developed successfully we have to adopt the *holistic rather than a partial, one-sided approach*." (Bábosik and Bábosik, 2008: 251).

A healthy lifestyle belongs to constructive life management. Bábosik puts regular, knowingly practised movement to a central place within behaviour forms serving health maintenance.

In István Bábosik's opinion, looking at the various educational conceptions we can highlight substantial components that are indispensable for constructing an education theory. This will result in a *system of analytical criteria* which will allow for a comparison of the single conceptions, an evaluation of their use and of the probable consequences of following them and for theoretical orientation within the various education theories and implementations (Bábosik, 2004).

The elements constructing the educational conception and determining its standard, at the same time qualifying the conception are the following:

- type of educational goal (normative, value relativistic);
- interpretation of personality underlying educational theory (regulative, intellectual);
- idea of education process applying in the concept (controlled, free);
- model of impact management (intellectualistic, empirical);
- education methodology model (direct, indirect);
- principles of activity organisation;
- attitude towards motivation;
- models of the pedagogue's role;
- principles of curriculum selection;
- enforcement of selectivity or integration;
- alternatives to levelling and adaptive treatment;
- possibilities of the implementation of the different levels of education.

III. Set of problems and issues of the study

As the purpose of the present thesis is to offer a comprehensive analysis and a scientific description of conductive education, I recorded the set of primary problems and issues of the study by formulating the global issues related to education as a whole:

- How is the goal system of conductive education built up? What are the goals of conductive education?
- Are the educational values manifested in its targeted or underlying conceptions?
- Can we find any kind of pedagogical interpretation of the personality in the conception of conductive education?
- To what extent is the importance of activity, activation present in the declared goals, values and personality interpretations?
- What tools does conductive education apply to achieve its goals? What are the systems and factors that ensure the impact mechanism of conductive education? Can those impact systems be associated with the formation and maintenance of activity?
- What are the factors that support the active participation of persons with disabilities of central nervous system origin in the education process? What possibilities does the conception specify for promoting activity in children with motor disabilities?
- Has there been any change in the above mentioned criteria in the past seventy years?
- Which factors seem permanent?

IV. Research methodology

The subject matter of my study is extremely divergent, thus I had to select the research methods accordingly. Starting from the subject matter of my study, the characteristics of the issues raised, choosing the qualitative method seemed feasible, given its openness and dynamism which makes in-depth understanding possible. The science of understanding is hermeneutics. Without attempting completeness, I would like to refer to the hermeneutic views of some philosophical thinkers which are relevant for my study. Mead, who stressed the role of language and linguistically transmitted interaction. In the course of research, in interpreting the language of written linguistic communication and striving to avoid misunderstandings I greatly benefitted from my education as a conductor and my command of the language of conductive pedagogy. Gadamer, who emphasised the role of preconceptions as well as reasoning and restructuring according to Heidegger's concept of the hermeneutic circle also guided my thinking.

Even though I had had preconceptions regarding the fields of research, I came to realise repeatedly that this knowledge was far from complete. This recognition led to formulating further questions and thereby ensured the logical integrity and coherence of the issues I raised. The circumstance that I was continuously asking questions and looking for answers was a decisive contribution to my understanding of previous and current changes in conductive education.

V. Sample

The sample was taken from documents that were relevant for the research, having been somehow directly related to the theory and practice of conductive education when they were created.

When selecting the documents I applied the principle of disciplined subjectivity and expert sampling, paying attention that the documents *contain theoretical or methodological elements related to the criteria*. At the level of generalisation, the documents were official, original documents. In respect of appearance they were written texts.

Going through the documents on conductive education, the documents conceived for conductor training, which were compilations of lecture notes or textbooks, provided the *most complete* description of the goals, processes, methods and qualities of conductive education. *Another important aspect for selecting the documents* was that, considering the periods to be analysed, I took into account the writings of the *creators and teachers of conductive pedagogy*, highly recognised Hungarian professionals who dedicated their careers to conductive education and were instrumental in developing and advancing it from 1947; works that had been published in Hungary and offered relevant information to the subject matter of my research. Only the most important Hungarian pieces were dealt with.

The study is based on the collections of the Mária Hári Faculty Library and Resource Centre.

VI. Data collection and processing

For describing the conception of conductive education, for exploring the inherent correlations of the education practice and its main components I took István Bábosik's educational model and analysis criteria as the basis of interpretation and analysis (Bábosik, 1999: 31; Bábosik, 2004: 181-204).

The method applied for analysis employs five main criteria, specifically: educational aim (1), interpretation of personality (2), concept of education process (3), model of impact management (4) and education methodology conception (5).

The analysis started with adaptive reconsideration of the set of criteria, which was followed by data collection, analysis, comparison and synthesis. The thesis has basically a descriptive-interpreting character and an analytic approach.

I treated the specificities of practical operation on the basis of the structuring principle (Kuckartz, 2012), then I strived to reveal these and thereby minimise data loss by combining the methodologies (combination principle) and reasoning according to the inductive and deductive logic.

In the combined procedure, during deductive content analysis the first step of data collection was to look for and take key sentences referring to the main categories from the technical literature of conductive education. Primary coding was performed according to Bábosik's set of criteria and its definition in order to avoid overlapping. The structured texts that were obtained are to be regarded as projections of the original documents according to our criteria, containing information that is relevant and necessary for the analysis.

Then the subcodes were developed in an inductive manner from the text corpora. During coding I picked and systematised categories, clauses, phrases and words that had been recognised in the structured texts and were interpretable from the point of view of education theory, and thereby transformed these into data. I used different colours for coding. The colour marking helped me with retrieving as well as with interpretation in the original text. Thus during the process I could compress the original data into more systematic, reduced data groups. While assessing the particular periods I used the same categories but created new subcodes when the text to be analysed, the data so required (Szabolcs, 2001; Antal, 1976; Krippendorff, 1995).

During data collection I was primarily looking for an answer to "What?". That is, *do the documents at all contain information according to the criteria*, and if so, what do they contain, *do the educational factors ensuring activity appear in them*?

In the research process there was no clear separation between the detection, collection and analysis of data, the detection, collection and analysis ran systematically according to the categories.

In order to understand and reconstruct the theoretical conception of conductive education, in addition to the above I applied possibilities of pedagogical modelling that may illustrate the structure and operation of education theory concepts. Analysing was hampered by the lack of digitalisation of the documents. The texts that were relevant for systematisation and analysis had to be recorded in Word format. The use of colours and the recording in Word makes the retrieval of single data possible.

I assessed the model of conductive education in the four entirely distinct periods detailed in Dr. Mária Hári's historical book (Hári, 1997):

1. 1947–1950: Experimental Movement Therapy Department of the Special Education State Institute
2. 1950–1963: National Institute of Movement Therapy
3. 1963–1985: Institute of Conductive Education for the Motor Disabled and Conductor Training
4. 1985– 1997: Pető András Institute of Conductive Education for the Motor Disabled and Conductor Training College

VII. Summary, conclusions, outcomes and significance of the study

During the past decades conductive education has developed the impact systems and educational factors that can be identified as its own, whose efficiency has shown primarily in children and adults with motor disabilities of central nervous system origin.

The interpretation of conductive education, the identification of understandings shared with general pedagogy, the highlighting of special elements, putting the position of activity in the focus had an important role in my study.

During the research I analysed pieces of literature describing conductive education and written in its main periods according to a set of analytical criteria derived from István Bábosik's educational model. Besides, I tried to point out that activity dominantly orients the impact system of conductive education.

The central aim of the study was to analyse the impact system of conductive education, more specifically it sought to recognise and analyse the educational impact system and educational factors ensuring activity; related information was gathered by qualitative content analysis of

the texts, applying inductive and deductive logical reasoning. During the research, data collection and analysis ran side by side due to the qualitative character of the study, thus also facilitating understanding and the formation of the conclusions.

It is well known among professionals that conductive education is an education process building on activity, however, with regard to motor disability this activity is explicitly attached to "physical" activity, movement itself by many. As a matter of fact, the child whose motor disability stems from damage to the central nervous system is capable to move, only that motion is inappropriate (Hári, 1982, 2008; Hári et al, 1991). *In my study activity manifested itself as a whole, a much wider interpretation which goes beyond active movement and leads the child with motor disability from erroneously innervated, inadequate movement to effective goal-oriented activity.*

In respect of regulation, conductive education is characterised by control, in terms of its basis it is an education process building on activity. In children with motor disabilities of nervous system origin, the initiation and implementation of activity fails precisely due to the inadequate functioning of the nervous system. In many cases activity in the adequate physical sense is hampered by the psychic functions of activity. This failed, non-purposeful movement then affects volition. The significance of the impact system and the educational factors of the conductive education process became apparent precisely in shaping this "adequate" volition, intention in children which results in purposeful action and "rewrites" the former "inadequate" pattern. We have to mention here that above all this purposeful action must be taught in every single situation of life.

As a further result of the study I would highlight the description and interpretation of the target systems of the single models, the selection and analysis of educational values from the texts and then the synthesis of these which I will set forth below.

Conductive pedagogy defines the *human dimension* as the foundation of personality development: the inner intention, the preparedness, the positive attitude, the volition, the intention, the desire to act. The education process is aimed at living and achieving a life in dignity, thus conductive education sees awareness, perseverance, resilience, sense of duty, responsibility, effort, heroism, persistency as *values*. Further values that showed were self-discipline, invention, initiative, goal-building, intention, critical skills, orthofunctional spontaneity, active behaviour, problem solving skills, task consciousness and activity. Conductive education saw the solution in f*inding the way to learn, the path leading to achieving the goals* rather than changing the goals of general pedagogy. To this end, the specific target is

developing the model, orthofunction. Orthofunction means on the one hand adaptation through action and the implementation of appropriate forms of active behaviour and activity, on the other hand the motivated and active condition of the personality's inner components to that effect, thus the educational impact system must be targeted at these.
In terms of value transmission and goal realisation, the conception of conductive education had a consistently *normative*, in terms of goal content a *multipolar* character from the beginning. Self-sufficiency, usefulness, equivalence, capability to work and social integrability as values appear in the literature of each period which assumes moral, self-development and community development orientation alike.

The importance of education becomes prominent in the texts from the 1960s. The development of motivational personality components, the fulfilment of needs as well as of expectations come increasingly to the fore, the aim being clearly the social standard of the individual's activity and life management. The content of instruction, which is learning actions (organising-implementing specificity) is submitted to the impact system of education, this model helps the child acquire practical, adaptable knowledge (movement, action, activity). Thus the interpretation of orthofunction gives direction regarding the management of effects ensuring activity.

Perhaps the most important element of my study was to outline the impact systems of conductive education promoting activity and to arrange their from many aspects rather complex interrelations and their role in shaping and maintaining activity in a system; in several cases I attempted to represent these visually as well.
We can ascertain that several impact systems run side by side presenting a hierarchical relationship, but also interacting and affecting each other, being inseparable. Within the single impact systems several further impact complexes took shape.
On the basis of the outcomes of the study the primary role of education in the model unfolds, aiming at establishing the inner framework of conditions within the personality which will launch and maintain activity and evoke the motivation for learning in persons with motor disabilities of central nervous system origin, thereby achieving advancement and change in the personality. Besides that, the role of learning is also essential as it teaches the implementation of activity through acquiring movement, action and activity as parts of the curriculum, through its impact on the organising-implementing specificity group of the personality. Thus the link between the impact systems is the focus on activity and accomplishing orthofunction as the special goal, as well as leading the organising-implementing specificity group of the personality

in this direction. There were indications of this already in the goals and in the interpretation of the orthofunctional personality.

As we are talking about an education process building on activity where the main source of educational effects is action and activity, it follows logically that the model is based on a more complex impact system. In the education process we can recognise the characteristics of both the naturalistic-empirical and the intellectualistic effects.

During the analysis a wide range of empirical and innervating-practising effects could be observed (system of task series, system of activities, interactions between children) which the impact management of the model complemented by logical-verbal effects (awareness raising, understanding norms, recognising correlations, concluding, generalising).

This can be explained as follows: in the education process *action is the source* and starting point *of knowledge acquisition*. That is precisely where children with central nervous disorders encounter difficulties. Learning and adapting actions is therefore present in every minute of the daily routine. The learning of actions is organised according to the following subgoals. The firsts step is the shaping of *goal building*, of *purposeful learning*. According to the conception, fulfilling their aims, enforcing their will and solving problems belong to a person's fundamental needs. This goal building brings about an inner image of the action, an *individual action plan. Intention*, i.e. preparedness, will is a precondition of the above mentioned. The complex of goal building, planning, appropriate emotional and volitional functions, interest and emotional safety produces active learning.

The *intended, purposeful action* which has come about supports the process of achieving the goal.

As a result of the active learning process, the *new coordination* will arise through appropriate subgoals. This emerging new coordination cannot yet be regarded as automatic, the child with motor disability will only be able to apply it in problem situations which they have already learned.

For an automatism to develop, the new motor coordination needs to be practised in a complex, wide range of activities. Systematic employment in various age appropriate activities over the whole day will bring about *orthofunction*, the ability to adapt the acquired action i.e. its turning into a habit. Therefore the organisation of the conductive education conception and process is targeted at developing and maintaining the motivation for learning, since the children with motor disabilities may have to learn the same action again and again in various life situations.

It has become clear which are the levers that initiate and maintain the operation of the learning-teaching process in children with motor disabilities. Those functions are motivation, activation and differentiation.

The close correlation and interaction of the three functions is palpable, a sharp separation between them in the process is impossible. Yet I make an attempt to outline the factors ensuring the particular functions. In respect of motivation, the sense of achievement, the sense of security and the joy of movement must be emphasised, but the role of interest, intention, motivation and goal building is also indisputable. Motivation takes place along the emotional, cognitive and volitional functions. During the shaping of *activity* emotional and volitional factors also have an eminent role, however, the conception stresses cognitive functions, specifically the role of attention. For maintaining attention complexity, diversity, situations requiring problem solving and adaptation through action are emphasised. Further important aspects concerning the maintenance of attention are the presence of the community, the mates and the linking of the learning process with different "signals", i.e. perception and sensation. To be highlighted regarding *activation* are continuity and consistency, ensuring a set of age appropriate, varied activities, immediate linking of learning with application; regarding *differentiation* the knowledge of individual capacities and building on these.

In conductive education the *organisation of learning actions takes place in an inductive manner*. This inductivity refers to the direction, the logic of the process. It means that the child learns through various tasks how to implement the action, next with the help of task series carried out in different situations learns to perform the action in several situations and manners, then learns to adapt it to diverse activities and life situations.

While actions are learned in conductive education, our aim is that *ways of solution are developed independently*; this path is *deductive*. The acquired action helps the child gather experiences and thereby gain knowledge.

In the learning process movement, cognition and, more specifically, perception are interconnected. In the cognitive dimension inventiveness, awareness, critical skills, problem solving thinking, responsibility, the sense of duty, multi-layered interest, attention, spontaneity, the ability to recognise correlations, goal building, planning, task comprehension, the improvement of creativity, initiative, perseverance, insight are present. All these ensure the intention to move, the motivation and conscious implementation of action and thereby support learning. Impact management educates the child to recognise arising problems, to understand tasks, to learn purposefully, to look for solutions, to prepare a personal action plan. In the impact

management model the aim is that the knowledge – the action – is acquired knowingly, which is a sort of a cognitive process, comprising the ongoing control and modification of the intended (planned) and the realised form of movement. The target of the endeavour is harmony between the images of the planned and the performed movement, achieved through the conscious acquisition of the action. Important elements of this are the intention, effectuated by the student and rhythmical intention, accomplished by the student and the conductor. Another essential element is action which assists the completion of the cognitive processes.

In conductive education the learning process is based on reconstruction all the time, by exploring-developing learning accomplished through a certain activity which results in the rebuilding of learning and the establishment of a new coordination. The concept characterises the person as a creative being who constructs an inner image of themselves and their environment (as understood and acquired by them). The image is not a mere copy but a construct which may to some extent diverge from what has been learned but will always be a coherent whole in their consciousness (Hári et al, 1991: 27).

In respect of the dimension of perception, the conception states that development is only possible through personal experiences. For the education to movement and the learning of action to be successful it is essential that the person with motor disability is capable to perceive their own body and movement, and the space and time surrounding them. Thus experience cannot be separated from visual and auditory education, knowledge acquired by touch, and kinesthetic perception. Linking action with signals, developing new conditioned reflex connections makes the implementation of action easier. All these are impossible to separate, they are parts of a whole, interrelated with each other. Including perception in the learning process ensures multi-channel reinforcement. In addition to reinforcement, it also reacts upon motivation and activation process and affects emotional and intellectual functions and the maintenance of attention. Verbal repetition of the instructions and tasks is also present as an essential element, facilitating the development of conditioned reflexes as verbal stimuli. By attaching the particular tasks to speech and singing, varied associations of task solutions will emerge also through rhythmical intention.

The *special* factors influencing activity (direction, intensity) in children with disabilities of central nervous system origin are the following:

- the group (community, peers, appropriate composition, dynamics);
- special furniture (as teaching tools);
- the daily routine;

- system of tasks / task series (provision and solution of problem and task situations, gathering experiences, ways of performance/action);
- system of activities (application of what has been learned, adaptation);
- rhythmical intention (as the special method to teach actions);
- the conductor's approach to learning management (conduction);
- the family.

We can ascertain that four pedagogical impact systems to ensure activity take shape from the models. The impact systems comprise different impact complexes.

The first one is the educational impact system ensuring activity, which ensures the launching and continuous maintenance of the learning process, influences the direction and quality of activity and affects the motivational-necessity layer of the personality. I include motivation, activation and differentiation here.

The second one is instructional impact system ensuring the learning of action, which affects the organising-implementing personal constructs. I include the system of task series and the special method of conductive education, rhythmical intention here.

The third impact system ensures the application and practising of actions in lifelike situations, i.e. the learning of activities. I include the system of age appropriate activities here.

The fourth impact system is the impact system of mainstream pre- and primary school education and instruction which conveys the educational and instructional aims of general pedagogy to children with motor disabilities.

On the basis of the above we can state that in conductive pedagogy four impact systems guarantee success; these systems run side by side, interact and affect each other, are mutually interdependent yet characterised by hierarchy. In addition, educational factors ensuring activity are also present, specifically learning management by the conductor (conduction), the group, the special furniture (teaching tools), the daily routine, the system of tasks / task series, the system of activities, rhythmical intention, the family; these are essential for activation, maintenance of activity, are built on the specificities of children with motor disabilities i.e. foster the development of orthofunction.

In the relationship between education and instruction the primary importance of education, the strive for developing appropriate emotional and volitional functions was obvious but the self-value of learning was not disputed.

As a summary, the formation of the structural characteristics of conductive educational conceptions according to the chosen analytical criteria is represented in the table below.

	Conductive movement therapy	**Conductive pedagogy**	**Conductive education**
Concept of mankind	holistic socio-moral	holistic socio-moral orthofunctional	holistic socio-moral orthofunctional
Concept of goal	normative	normative	normative
Content of goal	multipolar (moral self development community development)	multipolar (moral self development community development)	multipolar (moral self development community development)
Interpretation of personality	regulative (motivation, needs) capable of progress	regulative (motivation, needs, expectations) capable of progress	regulative (motivation, needs, expectations) capable of progress
Education process	controlled (strict, building on authority) builds on activity (physical & intellectual)	controlled (strict, homely) builds on activity (physical & intellectual)	controlled (acceptive, partnership) builds on activity (physical & intellectual)
Impact management	comprehensive (empirical & intellectual)	comprehensive (empirical & intellectual)	comprehensive (empirical & intellectual)
Methodology	direct & special (direct methods, observation, facilitation, rhythmical intention)	comprehensive & special (direct & indirect methods, observation, facilitation, rhythmical intention)	comprehensive & special (direct & indirect methods, observation, facilitation, rhythmical intention)
Duration	residential	outpatient, residential	mostly outpatient
Contact with the family	minimal (during visits, before leaving for summer break)	important (continuous, partnership)	intensive
Motivation	obligation	joy of movement	experience of success
Pedagogue	authority, model, impeccable	authority, model, substitute parent, impeccable	model, supportive, cooperative
School curriculum	practical, adaptable	practical, adaptable	practical, adaptable
Approach	differentiated	differentiated	differentiated
Group composition	neurological, intestinal, locomotor	central nervous disorders	central nervous disorders
Framework of organisation	daily routine	daily & weekly routine	daily & weekly routine
Daily routine	set, controlled	set, controlled	set, controlled

The formation of conductive education models according to István Bábosik's criteria

VIII. RECOMMENDATIONS

1. It would be worthwhile to carry out a critical analysis of the particular conductive education models in respect of the achievements of educational science, developmental psychology and personality psychology of either the given era or the present time.
2. During my study in the documents I was facing repeatedly the issue of educability in respect of children with motor disabilities. It would be worthwhile to analyse the theoretical and practical questions related to the educability of children with disabilities who develop differently and to compare these to prevailing views in the related disciplines.
3. In my study I analysed the already consolidated, synthesised pictures of conductive education appearing in the documents of the particular periods. For further research I would recommend analysing documents, problem-history articles, contemporaneous rescripts that may convey information concerning the conceptual development of conductive pedagogy.
4. The analysed documents revealed the consistent and systematic work accomplished by Mária Hári for conductive education to develop into a system. Studying her path of life and its connection with conductive education could also provide important details to understand the origins of the training and of conductive education.
5. It is recommended to analyse the characteristics of the operation of the subsystems described in the thesis, using the findings of the present study (system of task series, system of activities, characteristics of rhythmical intention).
6. On the basis of the outcomes of the study, an assessment of the current practical work following the characteristics apparent in the theory could also provide important findings. It would be interesting to gain better understanding of the views of conductors working in the practice on education, their idea of the child, their interpretation of personality, the values they attach to education, the model of impact management, the characteristics of how educational and teaching methods are applied.
7. In the light of the outcomes, following the particular models, studying the experiences of conductor generations having been taught and applying different models in respect of the conceptual development of the conductive education practice would be useful for the training as well.

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