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Training versus education1 – Teachers` view in light of changes

Abstract

It is difficult for a player who is forced to cope at all levels of training, be it a student or a teacher, to keep up with the effects of the changes that are stirring up the societies of our present world. Therefore, it is a legitimate question as to how the innovation processes taking place in our time influence the thinking and involvement of teachers - in our research, university lecturers - in their professional commitment to help the social integration of young people. The results of the qualitative analysis of interviews with nearly 90 university lecturers over six years provide insight into how the lecturers express their beliefs, namely the challenges posed by technological development, the transmission of traditional values, the dilemma of whether to educate and/or teach, and in general is it necessary to educate. During the interviews, it became clear that there are different opinions on how to prepare students for community life and a place in the professional environment. Some completely reject the raison d'être of education but still educate with their individuality and example, and some explicitly assert the importance of education. The research suggests that no matter what technological changes we face today, there are universal values that a teacher is tasked with conveying in the same way as a hundred years ago because it is done for the sake of our survival.

Keywords: challenges of changes, education, value transfer

Absztrakt: Oktatás versus nevelés – Oktatók nézetei a változások tükrében

Jelen világunk társadalmait felkavaró változások hatásaival nehéz lépést tartani az oktatás minden szintjén helytállni kényszerülő szereplőnek, legyen az diák vagy

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1 The terms "training" and "education" are often used interchangeably. While both processes aim to enhance an individual's knowledge and skills, they differ significantly in their scope, objectives, characteristics, and approaches. Training is more focused on developing specific skills and knowledge, while education focuses on broad intellectual and personal development. Training is typically more hands-on, while education is typically more theoretical. https://www.shiksha.com/online-courses/articles/difference-between-education-and-training-blogId-144877

tanár. Tehát, joggal felmerülő kérdés, hogy a korunkban zajló innovációs folyamatok hogyan befolyásolják a tanárok – kutatásunkban egyetemi oktatók – gondolkodását, szerepvállalását azon szakmai elkötelezettségükben, hogy segítsék a fiatalok társadalmi beilleszkedését. Hat év alatt közel 90 egyetemi oktatóval készült interjú kvalitatív elemzésének eredménye ad betekintést abba, hogyan vallanak az oktatók meggyőződéseikről, nevezetesen arról, milyen kihívásokat jelent számukra a technológiai fejlődés, a tradicionális értékek közvetítése, a dilemma, hogy neveljenek vagy/és oktassanak, és egyáltalán szükséges-e nevelni. Az interjúk során kiderült, hogy megoszlanak a vélemények arról, hogyan készítsék fel hallgatóikat a közösségi életre, a szakmai környezetben való helytállásra. Vannak, akik teljesen elvetik a nevelés létjogosultságát, de egyéniségükkel, példamutatásukkal mégis nevelnek, és vannak, akik, explicit módon érvényesítik a nevelés fontosságát. A kutatás sejteti, hogy bármilyen technológiai változással nézünk is szembe napjainkban, vannak olyan egyetemes értékek, amelyek közvetítése ugyanúgy feladata egy tanárnak, mint száz évvel ezelőtt, mert ez a fennmaradásunk érdekében történik.

Kulcsszavak: változások kihívásai, nevelés, értékközvetítés

Introduction

From time to time, researchers in higher education are highly interested in turning to the topic of "education", the relationship between education and training.

Training has been defined in various ways, including the following: 'A planned process to modify attitude, knowledge or skill behaviour through a learning experience to achieve effective performance in any activity or range of activities.' (Manpower Services Commission (MSC), U.K., 1981: 62; cited by Masadeh 2012:63) „Training is characterized as an instructor-led, content-based intervention leading to desired changes in behaviour." (Sloman, 2005: 2, cited by Masadeh 2012:63) Education, on the other hand, is usually more broadly defined as a more general, less specialized or hands-on approach to enhancing knowledge. The Manpower Services Commission (1981:17) defined education as follows: „Activities which aim at developing the knowledge, skills, moral values and understanding required in all aspects of life rather than knowledge and skill relating to only a limited field of activity." (Masadeh 2012:64)

Is it possible to educate college students, i.e. adults? Should we educate in higher education? What does education mean? Even with many years of experience in education, it is not easy to answer these fundamental questions, however, it would be important to think about it in a non-layman's way for a purposeful, conscious, foreseeable, and effective education. Based on interviews with university lecturers, our study presents their views and beliefs about training, education in a world where digitization, technology use, e-learning, on-line learning, artificial intelligence, e.g. chatGPT, the fact of innovation has not yet entered the "evidence level" of pedagogical thinking, rather they are

keynote and research topics in the scientific discourse. Change is fast, catching up is accompanied by fears, for now there is more unacknowledged resistance than natural acceptance... Is this true?

Interpreting education – Bibliographical analysis

Placing and interpreting education in higher education context may cause a problem for many instructors because the term is associated with personality development up to the age of ten in elementary school. During the interviews interpreting education seemed a considerable dilemma. Definitions in the literature and academic publications dealing with adult/post-secondary education in general and adult development in specific areas help to resolve the contradictions.

The question "What is education?" we have received a number of answers from renowned experts in the field of education, which are also valid for the age group of students covered by our research, and we quote them here without claiming completeness. First and foremost, we emphasise the statement that education is linked to the human condition, and is particularly specific to human beings.

> *"Analyzing education, this ancient purposeful and planned activity focusing on all-time rising generation, we can state that in its background there is always some sort of consciously defined or spontaneously appearing human image, namely the theory and practice of the development activity with education character is affected by an implicit anthropological concept which determines the direction and the main contents of this activity for example. (…) That is why the questions concerning the essence of education cannot be separated from the ancient anthropological type of question "what is a man?". (Fehér 2009)*

In the first third of the last century, clear foundations for the interpretation of education and training were already laid down by Prohászka (Prohászka 1937), who captures the concepts of education, training and culture in their relationship to each other. He considers culture as a universal category, one form of which is training. The relationship between education and training is similar. Education can also be done through training, but there are other ways of education as well. He believes that public perception reinforces the explanation that training means the cultivation of the intellect, and education means the development of morality, will, and taste. However, in his opinion, the training of the intellect is not an isolated activity from education and its branches (moral, religious, aesthetic), but instead they are in close interaction, the basis and possibility of which is provided by the unified goal of education. As a result, if it performs its tasks well, intellectual training can be expected to have effects in the students' *behavior*. Prohászka says that we do not need to make a distinction between education and training, we do not need to subordinate training to education, because both are rooted in the universal goal of learning. He is talking about educative training, according to which the material contents we acquire

through education are not a mere wealth of knowledge, but they must shape and enrich us, that is, they must contribute to the formation of our individual way of life. (Prohászka 1937:15-22)

Prohászka highlights that misconception that characterizes the view of many educators: "intellect", "emotion", "will" are abstractions, not separate elements in a person, which must be influenced separately. By education, we always mean the whole pedagogical activity, as long as it aims to develop a personal way of life.

Since man is a social being living in a community, education is also culturally defined, so the members of a given cultural group influence one another, notably the elderly the younger ones. We can also say that the result of school education at any level can be seen as a change which ideally may be a benefit for the upgrowing young people as well as the society.

"Education is an activity by which someone (primarily adults) wishes to affect others (basically the upgrowing ones) so as they could develop optimally, become strong in what their educators think as expected, and change permanently in what their educators think as not expected." (Zrinszky 2002:14)

And here we can catch the education process ensuring this change, termed socialization by Durkheim (1902-03). *"Education (éducation) can be viewed as methodical socialization (socialisation méthodique)." (Durkheim 1902-03)*

> *„Durkheim, described how the younger generation needs educational assistance to prepare themselves to enter life in a society that has certain values. (…) The goal of education is to develop the physical, intellectual and moral strengths required by the social environment in which they live. Apart from that, for Durkheim, individuals are also social creatures, so society must be interdependent. Therefore, their task is to socialize with each other, interact, and learn the language, skills, customs and collective values that exist in society in order to survive." (Musa, I. 2024:369)*

In his life, a man can be present in several types of socialization situations with different effects on him, his personality is being formed, his ideas or behaviour change, he is forming. Normally he becomes a useful member of the community. His value orientation changes.

Because "education in itself can be interpreted as a value-creating, value-transmitting process. (...) The development of social and individual values is found in education." (Simon A. 2016:114)

If we reject the existence of this process, we would reject the essence of lifelong learning (LLL). We would reject that a man can be changed, developed or educated until the end of his life. A teacher or a university instructor affects the student even if he does not want to. Not only with what he teaches, but also with his existence, behaviour and all of his actions. He is transferring values.

"The essence of education is value transfer or value creation." (Bábosik 1999:9)

Katalin Fehér says that *"education can be interpreted as subordinate to socialization or as a subprocess of it. Generally we can state that education is an umbrella term for conscious and planned activities during which people are trying to influence the personality development of another person to make him follow certain value contents."* (Fehér 2009:12)

Education goes through every area of life, it can occur anywhere. In its broader interpretation we can classify it in many ways as pedagogy tries to do. We can talk about the traditional areas of education such as intellectual, emotional, moral, esthetical, physical or ideological education. In *The theory of education* László Fodor is describing and summarising "new" opportunities and obligations outside the traditional education areas. Education for social cohabitation, family life and work can be classified as education for social situations. Among the types of education for new social challenges, education for peace, tolerance, democracy, human rights, non-violent conflict management, and intercultural, environmental education or education for prosocial behaviour can be found meeting the new trends. The latter one includes education for cooperativeness and helpfulness, to create awareness of responsibility and so on. (Compare Fodor 2007)

Based on Fodor's ideas, we can observe that the new educational directions promote/target the development of soft skills that are given priority nowadays (compare Kardos 2020, cited by Jármai 2021). This is proven, for example, by Major et al.'s research and the grouping of educational values they have developed. (Major et al. 2022:485)

Our subjective classification[2] of education based on the medium, goal or character etc. underlines that education has a multiple and diversified scope as shown in the figure below.
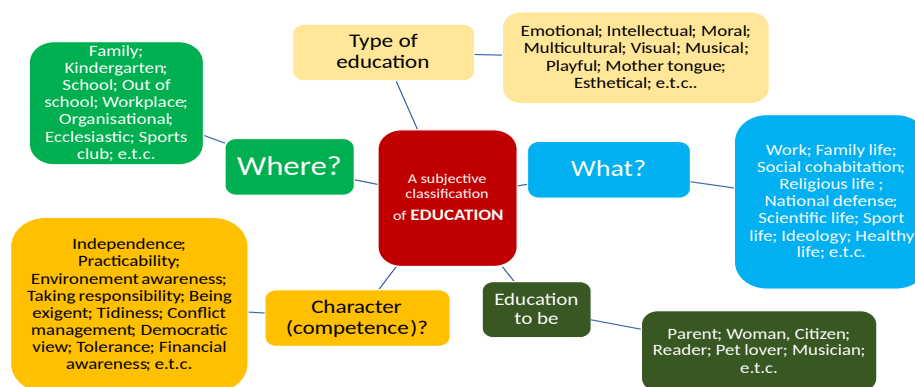

*Figure 1: A subjective classification of education areas. Source: Authors' own work*

[2] The concepts were collected from pedagogical scientific publications based on their frequency of occurrence, where they were emphasized in the context of education.

Just as our fellow educators report stereotypes about education in higher education, several academic publications report dilemmas where teachers and educators question the place of education in higher education.

"…in higher education the activity of education is incomplete or totally missing …" (Miklós 2013)

"A university is also a school (or it should be), the instructors are pedagogues who educate with their all acts, young adults entering here just after leaving the secondary school are students who still need to be educated. (…) The instructors are scientists and researchers rather than pedagogues; the students are adults who cannot be and should not be educated." (Győrfyné 2014:24)

Education is for everyone; the target group is the whole society. In the figure below we can see the place of higher education in the classification of education types based on age groups.
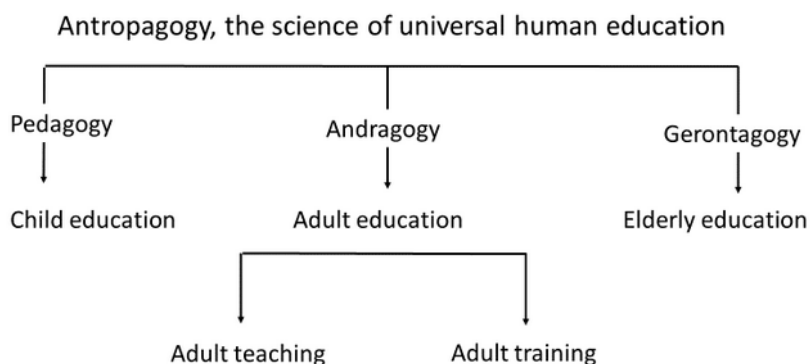
Figure 2: Adult education in the universal education structure

Source: Kraiciné 2004[3] and compare Nagy S. 1976:172, cited by Fedor 2011; Medinszkij 1923-25, cited by Durkó 1969, 1999:87, Mednyinszkij[4] cited by Farkas É. 2004:19, cited by Forrai Sz. 2012:8; Durkó 1968, cited by Simándi Sz. 2015:87

Concerning our research it is important to mention that an instructor educates even if he/she is not aware of it or if he does not want to do so. The opposite is all the more true, as a field that was already quite new in public education, and in higher education, is emerging, with the emergence of students with special educational needs (SEN). A number of our interviewees suggested that higher education is completely clueless about the phenomenon and unable to deal with it as a problem. Thus, higher education should also acknowledge

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[3] https://slideplayer.hu/slide/3109933/
[4] Jevgenyij Nyikolajevics Medinszkij, (1923-25) Soviet teacher and educational historian was the one who placed andragogy in the system of sciences (Forrai Sz. 2012:8) (compare Csoma Gy. 1999:87)

education as a phenomenon and consciously exploit its multidimensional potential.

Methodology

The Higher education methodology research team of Budapest Business School analyzed the instructors and students' motivation from several aspects and with different tools to make learning more enjoyable and efficient. Another goal was to explore the challenges that teachers and students face in economic higher education concerning teaching methods. The research started in the framework of a project[5] six years ago, the only pillar[6] of which was 87 semi-structured interviews with lecturers working in higher education. Before the pandemic, we talked to the instructors in person, the interviews lasted 80 minutes on average, which we recorded and then wrote down. This year, we concluded the research with written interviews. The current study presents one of the findings of this research, namely the instructors' ideas about "education".

We have focused our study on the findings of semi-structured interviews with 87 university lecturers, which reveal some interesting things about their views on the importance or unnecessity of education and their views on the role of education. The respondents work in six institutions of higher education of economics in Hungary[7]. We contacted the lecturers informally, whose anonymity was secured. Their fields of expertise vary: mathematics, theoretical economics, management, human resource management, statistics, information technology, finances, accountancy, taxation, environmental economics, professional language of economics etc. The gender ratio of the sample is mostly balanced, and almost half of the participants had formal pedagogical training during their university studies or in supplementary training. Their ages and the number of years they spent in their profession are very different. The sample included both junior and senior lecturers.

None of the questions was intended to ask directly about the instructors' thoughts on education, or its role in teaching, however, the ideas concerning education appeared in almost every interviews. There is a strong concern among

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[5] This research project was realised from January 2017 to December 2019 by EFOP-3.6.1-16-2016-00012 grant 'With innovative solutions for improving efficiency of research and development and innovation actions of Zala county'.

[6] Additional tools of the research were: student interview (120 people), lecturer questionnaire (184 people), student questionnaire (820 people), participatory research with student workshops 3 times. The results have been published in several publications. (Jármai, Végh 2017; Jármai, Fűzi, Végh 2019; Fűzi, Jármai 2019; Jármai. Keczer 2020; Keczer, Jármai 2020)

[7] Four faculties of Budapest Business School, University of Szeged Faculty of Economics and Business Administration, Óbuda University Keleti Faculty of Business and Management, Széchenyi István University Kautz Gyula Faculty of Business and Economics, Budapest University of Technology and Economics Faculty of Economic and Social Sciences, University of Pannonia Zalaegerszeg Faculty of Economics, Archiepiscopal College of Veszprém, Apáczai Csere János Faculty of Humanities, Education and Social Sciences.

teachers about preparing students for life, for some kind of professional surplus, which means more than simply delivering the compulsory curriculum.

There were more than forty guided questions in the interview, and since education is explicitly mentioned only once, the views and ideas about it can be gleaned from the answers to several questions at different times.

Some examples of the questions:

- How do you feel, are you lecturing or teaching?
- What is the primary goal of your teaching activity?
- How do you interpret your role?/What is your duty as a university instructor?
- What is your duty and what is not? Do you teach or educate? Do you feel any difference these two terms in your work?
- Do you think that education is relevant in higher education? Is it possible and is it necessary to educate in higher education?
- How often and for what reason do you change the content of your course and the way you are instructing?
- What inspires you to do your job at a high level and develop it constantly?
- What are your emotions towards teaching? Do you like teaching? If so, what do you enjoy in teaching?
- When do you feel satisfaction concerning teaching?
- What role does the relationship between students and instructors have in instructor and student motivation?
- What makes you lose interest?
- As a lecturer, how do you feel about innovation? What do you do to be innovative?

The issues involved are of course also related to the ars poetica of the teacher. There is a lot of overlap, although the latter is a larger field, Bea Füzi (Füzi: 2018) has dealt with it in detail. In her research, she showed that university teachers' visions are much less concrete and delimited than those of secondary school teachers.

The qualitative analysis of the interviews

Focal points in the interviews based on the mentions of education

Many people formulate their educational goals implicitly in their ars poetics, linked to their professional subject, while others even explicitly, in a well thought-out way, visibly as part of their everyday life, consciously educate, in addition to simply mastering the teaching and learning material.

Even those who formulate that they are educating do so with a little shame, because it is not (was not) fashionable!

"I am both educating and teaching, although we are in higher education."

Sometimes we can find their views on education hidden in several questions. In these cases we get a more genuine, honest picture of the colleagues' inner thoughts, they were not thinking in stereotypes.

As the summary below shows, colleagues mostly, even unconsciously, agree with and practice a holistic approach to education. Many of them would like to support the young people in their care in a complex way, mentally and spiritually, to help them develop as individuals. "At the heart of all manifestations of holistic education is the premise that everything is connected". (Clark 1998:127 quoted by Fodor 2007:12[8])

Is educating necessary in higher education? -- a dilemma

Although, as mentioned above, the need for education is not directly raised as a question in the interviews, colleagues often bring it up themselves. We cannot even state unequivocally that it appears more often in the case of teachers with a pedagogical degree. They simply associate it with their everyday teaching tasks.

"… educating has a role in teaching. I do not feel educating in higher education as a primary duty, but I feel the importance of its use nowadays."

"I also provide education in higher education, when the class schedules allow for this, as I consider it important to develop the students' thinking and personality, even by drawing attention. For me, education also depends on the individual, since it is a developmental process that includes a transfer of values."

"I do not plan how to educate but I do not miss any chance of that."
"Education, this is a part of our work."

"By education I mean that I expect and achieve the behavior and socialization that belong to being an intellectual. And in case of the vast majority, I really do. They can still be educated, but most of the colleagues say that it is not their duty. Of course, it is easier that way, and afterwards you will be amazed at how respectfully the students greet me!"

"Educating and teaching also go to the professional side, namely, I support them while widening their views to the world. Fundamentally, this is my primary goal. This may be a bit strange. I enjoy it."
"I feel like I try to combine that with teaching and educating within education. Because even though they come here at 20, there are still things you can educate them in. I teach, I educate, I instruct."
"And I thought that I can educate other people for such good things."
"To eliminate the ignorance towards our country among young people. This is my personal mission."

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[8] Clark, Edward, T. (1998) Holisztikus nevelés: a teljesség keresése. [Holistic Education: A Search for Wholeness]. In Pukánszky, Béla – Zsolnai, Anikó (ed.) Pedagógiák az ezredfordulón. [Pedagogies at the millennium]. Eötvös József Könyvkiadó, Budapest, pp. 133-143.

In these thoughts, colleagues generally refer to education as a positive experience, perhaps a bit of wondering about themselves and their roles, but they feel fine in this situation. The last instructor quoted teaches foreign students and wants to pass on some of his patriotism to them.

In the quotations below, the colleagues' relationship towards education is not unequivocally positive, they acknowledge this task but are not glad to perform it.

> *"Sometimes I feel that I have to educate them, too. But I do not really try at all …"*
> *"I changed my mind, earlier I thought that everyone should be taught and educated."*
> *"…fortunately educating their behaviour is not necessary in higher education."*
>
> *"For me, education means something more, deeper, in addition to the transfer of professional knowledge, it also means forming the personality. I think that there is neither time nor opportunity for this in higher education now, and perhaps there is no need for that either. I believe more and more that the new generation should not be shaped, but rather understood: how they work and what motivates them and confront them with opinions and attitudes different from their own, so they understand other people's points of view. It does not really characterize them."*

It happens a lot of times that we would like to prepare the rising youth for LIFE in capital letters, here comes a thought concerning this.

> *"…I try to prepare them for life e.g. they get into a company where everyone is a stranger, they should learn to manage them or to adapt to them."*

Of course, there are some who, so to say, automatically reject even the simple idea. At the end of the conversation when we were waiting for comments and remarks the colleague said *"There were some issues which were not compatible with higher education, in my opinion."H* e referred to the question *Are you concentrating on the content or the group?* and the answer was *"The contentl, it is pretty obvious, typical for higher education."*

Consequently, they obviously do not even categorise the educational concepts in their answers as fitting more into the traditional or the innovative areas. In summary, we can conclude from the answers given that they tend to mention innovative areas of education, including social, intercultural, environmental and pro-social behaviour education.

In the following subsection, we reveal those ideas on education that emerged the most and were seen the most important by our colleagues.

Educating for commitment towards a profession

Of course, it is primarily the colleagues who teach professional subjects who can influence students in this direction. Several of them said in the interview that they consciously prepare students for their profession, both to succeed and to become full members of the organization soon after they start work, and thus to enjoy their daily work. According to the literature, this is an objective that can be classified as a new form of education for specific social situations, which is not traditional and which is not consciously but instinctively used by colleagues.

"Here he learns to like the profession. They should be prepared to their profession, know their tasks, fit for duty."

"I would like to give usable knowledge."

"It would be the best if the students' interest could be raised, since this way he can get deep into the topic individually."

"I could show students accountancy as much as I can, and they will like it."

"…my task is to make them get usable knowledge."

"To those students who came to the right place and are ambitious, we should give the possibility to prepare for their career thoughtfully. They could get knowledge on which they can rely later."

"…if they go to work, they can retrieve it in practice. If the student is present, he should fully participate in work."

"We are trying to teach and educate them for a wider and more independent work, and they can make use of it in real life."

"The content should be usable and updated. It should be interesting."

It is also important for colleagues that the graduating students be able to work independently and get up-to-date, interesting knowledge.

Educating for openness, creating a partnership

It was interesting to hear this theme in the interviews because, in many places, we hear that higher education is a service, that students are the paying customers and that we as educators have to do what they and their employers want. This is not the job of the creative intellectual, say the academics interviewed. We feel like intellectuals and try to do our job accordingly. However, what we are happy to provide and believe we should provide is expertise, partnership, and, in our opinion, many other competencies that are very useful in life and are part of the field of social and pro-social education.

Most of the colleagues are open towards the students, and they also offer them openness and partnership. Very nice thoughts can be read in the interviews, we highlight a few of them.

"To be fair with children."

"I can learn from the students both humanely and professionally."

"If someone asks for my advice and I ask him to come back with the result. And he comes back, telling and thanking me what I had done for him, for example I had sent him somewhere, yet he did not think of that and wanted to go somewhere else; this is very good. If the student approaches in a mature way."

"They can be taught as adults. Personal relationships are important for me, but only with those who need that. In case of those who do not, I do not force it."

"I respect the student who is an adult now. I accept his choices."

"…and to feel their problems."

"…to reach a certain goal in harmony with the students including the ability of getting knowledge and developing skills."

Educating for participation in scientific life

Besides teaching, the most important task of a teacher is research. Even colleagues who are master teachers and whose duties do not include research and curriculum development, have spoken about it. Since academic work gives them pleasure and a sense of achievement, they want to get their students into scientific work and help them develop their talents.

"In my opinion, at a university, there should be an expectation that we can make all students taste how it feels if we are doing a research throwing ourselves into the nice library books, professional journals and databases."

"My goal is also to motivate for scientific work. And the second one is to create an honest, helpful human relationship."

"I like creating and showing new things, working with them."

"Scientific work, preparation for competitions."

"To elicit the talent and value from the students which is inside them humanely and professionally."

"…who is interested in it and willing to do one's best, that is good. If it is an individual performance. If it is possible to elicit something from somebody."

Education as a kind of personality development

Few colleagues mentioned general personality development, instead, they emphasized the development of certain subareas.

"Both are important: we teach the professional knowledge of the given field of study, and beyond that, we teach about "life", i.e., in addition to professional knowledge, we also impart a way of thinking and human values."

"If needed, I am building up the student's self-confidence, e.g. if he is afraid of the machine; or, if necessary, I play like a big-headed to hold them back."

"Doing well in real life, seeing and making use of opportunities."

"Occasionally there is some insolence, weekend bullying in the students' mails, and certain students misuse the instructor's goodwill. These should be managed."

Educating to be a responsible decision maker, a person responsible for oneself and one's environment

According to the vast majority of instructors, the most severe problem with the students is the lack of responsibility and effort to perform a task or work independently. Almost every person responding noticed it; the colleagues see this as an essential area where students should be educated. The literature sees developing the awareness of responsibility as a kind of education for prosocial behaviour.

"If one is looking at the labour market, talking to HR managers, they will say that an economist comes out of the university with a splendid degree and sits in a chair until he is not told to do something. He is afraid of doing something independently because he is not used to it, he is afraid of failure, the leader etc. The employers demand independence, there must not be another employee behind the other who can tell him what to do."

The instructors observe that this skill is crucial in the economy just like in other areas of life, and especially an employee who will have a directing role cannot avoid taking responsibility. Preparing him for it could be an activity outside the teaching content but inside the learning process.

"Learn that it is his responsibility, not mine, that he learns what he needs."

"The students feel no responsibility, they are not used to it."

"Constant control, direction is not efficient. We can give more courage to the students. We take too much responsibility."

"I do not want to take this responsibility from them. (learning)"

"I warn them they should take responsibility for their acts' effect. They should not shift the responsibility."

"I was always interested in being aware of taking responsibility, and I implant this in education. Such as ethical issues... I am educating this way."

Educating for precision and to obey rules

Far fewer of the trainers surveyed mentioned the importance of working to precise, predetermined rules than responsible behaviour, but still a significant number of them said that they see it as their responsibility to educate students in this way.

"In this process consistency, precision, and helpfulness are prioritized."

"At the beginning of the year we lay down the ground rules, in my lectures they should pay attention, must not eat and drink. I do not tolerate these. I am strict, I have requirements."

"They are hard to get used to precision."

"For instance figures always should be checked. When making a database, it should be defined so that it can be checked easily."

"In my class I demand some discipline. They must not use mobile phones, eat or drink, or go out. I list these at the beginning of the term, and I refer to the profession as an explanation."

"Especially in the first year the rules should be given, it is important to obey them."

"I endeavour to consistency, the restrictions should be precise, I do not expect less."

"Educating for demanding and precise work, following and obeying rules."

Preparation for problem solving and logical way of thinking

Many colleagues, especially those teaching basic subjects, highlighted the development of problem-solving skills and logical thinking as key competences. If we look at the classification of educational areas in the literature, this idea is traditional. It is felt that, since their subjects may not be directly useful in the world of work, and since it is these subjects that students find most difficult to master, despite their convictions and convictions, they are not given the weight they deserve in the training.

The quotations below reflect the instructors' opinion which are backed by literature several times.

"Making them think logically. Creating the way of thinking in accountancy professionally."

"To raise the attention to new things, to make them see the relations and think on their own. It is to show them that it feels good and that they can enjoy it. To transmit positive values, and to prepare the students for an intellectual life rich in content."

"In life, in their work they should see the problem, the most important part of it and its structure. They should prioritize their duties, think clearly, concentrating on the point. I think these skills can be developed through the courses I have."

"During my studies I thought as good if I could study the problem and find the way to the solution: what and from where we can approach and try to study the system. I would like to give it all."

"…to prepare them for life the best, and of course for the exam since this is the No. 1 for them, but they could see good examples or certain relations in practice as well, so as to develop myself to some extent."

"Transmitting useful knowledge suitable for problem solving."

Like those quoted above, other colleagues emphasized that their goal is not only to develop or entertain the students but also themselves, because their work is joy and a good experience.

Emotions/love – transmitting education and knowledge through them

We realised that this aspect is important for the colleagues, the profession is also about their soul. They believe that even the transfer of knowledge is more effective with love. Of course, it is not always possible to love every student, but it was good to find that even in this impersonal, mass higher education there is room for emotions.

"I like students very much. I like if I can transmit knowledge."

"So they are fully committed to work during the class. They are having fun anyway. They are not stressful."

"I like teaching. …so as they should like coming to my class, and, as for me, it is a kind of feedback that they are there."

"You give the students not only the professional content but also a bit of your soul."

"They can store the experience. To make it happen, my goal is for them to feel that they could grow somehow while they had a good feeling."

"I like helping students; I know them, and we have an almost daily relationship. (Higher vocational education) For example a student called me on a Sunday telling that he was in a shoe shop shopping shoes for the final exam and asked me whether he can send me photos to decide which one to choose? This feeling always moves me."

"Of course emotions can connect me to students."

"Perhaps there are one or two students who take something with them, . From me, personally, and from us."

Indirect education by setting an example

Much of the literature also confirms the fact that if we do not set a good example ourselves, all lofty goals will be in vain. It has been cited by our grandparents and is so widely accepted that we even have a saying: 'He drinks wine, but he preaches water'. Almost all of our interviewees mentioned that we can substitute many, many hours of fruitless declaration with our personal example, and this can be for good or for ill. These reflections are already found in

the literature as part of the educational process, which Bábosik (2001) defines as a method of personal example giving.

> *"It has a big role that the students should experience that an instructor is a human as well. …We should be examples as well as interested."*

> *"Value transfer. Indeed, we can transfer values, examples at any age."*

> *"To set an example. For us diligence, learning, persistence, good performance were values."*

> *"A student is motivated if one can see the instructor's commitment."*

> *"An instructor's work is not only transmitting knowledge but also setting an example of good work, human behaviour, I would like to set an example."*

> *"…I have a course where you should be well disciplined, the study material is huge, courses like this need a great responsibility."*

> *"One should take the clean ironed clothes, come mentally prepared, listen and do it. It is a personal example of creating external and internal working conditions, educating to pay attention to details."*

The challenges of innovative versus traditional methods

We were interested in that in addition to the application of various educational methods, how innovative they consider themselves to be, how they feel about the challenges arising from the spread of digitalization. During the pandemic, the overnight transition to online teaching turned the usual lives of all teachers and lecturers upside down. Several studies were carried out in higher education to collect experiences that show a diverse situation. Here are some examples:

In comparison to the traditional higher education culture, distance learning changed the role of lecturers.T he task of lecturers is no longer primarily to impart knowledge in the classical sense, but to support learning and mentor students, facilitate the social learning processes taking place in the courses (Serfőző et al. 2021. cited by Tóth K. et al. 2023).

At the University of Public Service, the transition to digital teaching was more of a challenge from a pedagogical point of view, as one colleague pointed out, "now I was faced with the fact that what is needed here is not my profession, but methodology." (Hegedűs et al. 2022)

At the University of Pécs, after the initial crisis management, the lecturers solved the application of digital forms of education and even improved them. The lecturers were forced to work more independently and creatively, which led to a sense of progress and a sense of success for many. However, the lack of personal meetings and the blurring of working time and private life were mental burdens for them. (Jarjabka et al. 2020. cited by Tóth K. et al. 2023).

BGE's research confirmed that their instructors had the openness and attitude necessary for flexible adaptation. This is what they said during the interviews:

"In a new situation, we had to learn and use new teaching platforms and new methods very quickly, and the community of instructors and supporters (informatics, methodology) was very inspiring in this regard..."

"I had a lot of uncertainty at the start, but we quickly got used to the world of online teaching. It was a pleasant surprise that the older colleagues, more experienced in traditional classroom education, learned to use Internet-based teaching just as quickly and effectively as the younger generation." (Tóth K. et al. 2023)

At the University of Debrecen, the workload of lecturers increased, because they had to devote more time to preparing for classes and performing educational tasks than in traditional teaching. This included digitising teaching materials, creating new supporting materials and presentations, learning about different educational and communication platforms, and new forms of measurement and evaluation. At the same time, the majority were able to complete the planned teaching tasks at a level of at least 80% in both semesters. (Szabó, Buda 2022)

Our research shows that most teachers are open to trying and applying new methods even in a pandemic-free period, since one of the attractions of the teaching profession is the possibility of continuous learning and renewal.

"Students notice and appreciate when a teacher makes efforts for them, for example, by coming up with new things or using new generation IKT tools. But the main goal is not to use them, but to arouse and maintain their interest... in the direction of something that will guide them towards success in their professional life. Anything that promotes this can be called innovation."

"I use new technologies, I enjoy experimenting. It is necessary to constantly monitor what can be included in the methodological toolbox, but time is an important factor for me. If the initial investment of time does not pay off, or something takes too much time to pay off, then it should be left alone."

"A lot should be invested, e.g. to the university's labs, equipment, IT teaching tools, and instructors. On the other hand, the university must be conservative, because if we experiment with one generation and it does not "fit in", we fail to develop the appropriate skills of the students, we fail to ensure the basic professional knowledge (when we say that you can look them up on the Internet), then an important generational layer is dropped from the labor market."

"You must always be open to learning about and using new methods, results, tools, and opportunities."

"I try to use new methods in teaching. Even my subject descriptions can be considered innovative. I embed videos in my presentations, in my English courses we also process Economist articles by simultaneously seeing the text on the projector and in parallel listening to its audible version narrated by English speakers. At all of my classes, I solve Kahoot or Coospace quizzes with the students - this registers the attendance and encourages (would encourage) students to continue learning."

The research shows that in the forced situation caused by the pandemic, the lecturers were able to adapt well despite the difficulties and caught up to the digital challenges. How do they relate to other technical innovations? Concerning innovation, artificial intelligence is unavoidable even in the pedagogical discussion. It is now commonly thought that AI can be used more and more in education (Baker 2021. cited Horváth 2023): general access, intelligent tutorials, virtual facilitator, automation (Flores-Vivar, Garcia-Penalvo 2022. cited Horváth 2023). The most significant advantages of AI-based solutions are the support of personalized learning, monitoring development processes and using automation opportunities. Overall, it can be concluded that AI contains countless positive and some negative possibilities that can be easily eliminated or avoided. (Horváth 2023a) In connection with its use, countless pedagogical, technological, ethical, legal and other questions may arise. (Horváth 2023b)

The opinions of our lecturers reflect caution, moderation, and uncertainty. Most people are skeptical and do not consider the personal relationship between student and lecturer to be replaceable, which was also revealed during the pandemic. Both student and lecturer suffered from the lack of personal relationships. Human emotional needs are unlikely to be satisfied by AI. Emotions play a significant role in education.

"We don't have enough experience with AI, but just like technical achievements, they should be used carefully, along the lines of basic moral values. Be useful for people, do not harm or dominate humans. We will use it as a tool, but not a substitute or a goal in the future."

"I am not against applying AI in teaching, but it nust be done in a very controlled and well-directed manner. Expertise is essential in its application. The charm of a personal performance, the role of human expression and personality cannot be replaced with it, but it can be a good addition."

"There is no established practice for this yet, but it is important to deal with it, lay down ethical principles, and adhere to them."

"Can a robot love and be happy? The development of teaching AI is in the wrong direction. We are better off if teachers remain human beings in the future. It is a good thing that they do not replace the mothers who lovingly raise small children and babies with robots, like in some chicken hatchery."

"There are sections during the classes where it can be used well, for example for brainstorming. A curious, creative teacher can use their advantages very well during teaching, making them aware of and demonstrating their limitations. Instead of banning it, finding its optimal and legal areas of use is necessary."

"In teaching, not only the transfer of knowledge is important, but also the personal relationship with the instructor. I think - and this was clearly demonstrated by Covid - that without a proper teacher-student relationship, the effectiveness of knowledge transfer is severely limited."

"I do not know much about this because I am still in denial. But I will not be able to live in denial for long. I think the measure would be the key to the matter: we will not escape this change, but it would be good to preserve human relations and interaction with the students because I am sure that this human connection is the need and driving force of all of them/all of us."

"AI is certainly very useful in many areas of life. I, myself have not used it, used it in teaching, and I don't even see how it could be used. Unfortunately, find that the students' natural intelligence should be developed."

Conclusion

After summarising the interviews, we were ecame interested in the thoughts oteachers on educationrviews. Although the question did not appear directly among the more than forty guiding questions, several wandered off in this direction while unpacking a similar theme.

The teachers' views differ on whether they feel they have a role to play in achieving educational objectives in higher education. Their ars poetics on the subject is not influenced by whether or not they have a degree in education. Regardless of this, a good number of teachers reject the idea that they should be responsible for educational tasks.

It is known from literature that roughly half of the instructors in higher education of economics do not have pedagogical education. As opposed to our assumptions it is not the pedagogical education that determines whether the instructors set education goals or not; and if not, in what sense the methods applied by them are similar to those of the instructors defining the way of educating explicitly. Instructors' goal-preferences, which are divided between the specific interpretative frameworks of "instruct", "teach", "educate" or "lecture", nevertheless point in the direction that results in positive educational effects being exerted through their work. As this is not often among the stated aims, it would be worthwhile to raise awareness in professional training courses that a change of approach to methodological innovation for competence development goes beyond the transfer of subject knowledge.

From the strives of those interviewed, we can see that they wish more than provide knowledge to give, they feel giving knowledge applicable in the

broader sense and acquired for life long or creating some other skills as their duties; and even if they do not identify it as education, they include that.

In the interviews, the ideas concerning education have certain focal points.

Many are thinking about how important education is in higher education, whether they are doing a legal thing at all if they are educating. According to modern literature education plays a certain role at this age, and with this scientific finding we can calm ourselves as well as our colleagues.
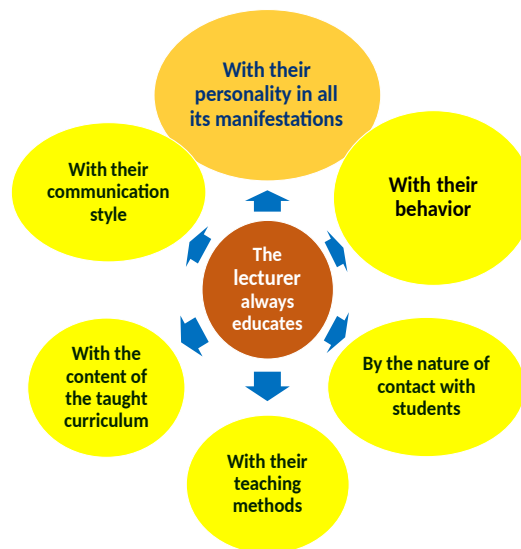
Figure 3: The essence of the educational process. Source: Authors' own work

"What education should be that suits our age, this unsettled, revolting, suffering age? How to educate young people so as they could solve the difficult problems of life in the future? Our age is that of a transition and revolting. Even if we feel that everything is changing, we must not make the mistake of rejecting everything from the past. (…) Some values are changing, but others are constant and still standing. There are some changing goals, while there are goals that are unchanged forever. (…) We should educate the generation of the future in a way that they could stand in any situation in any circumstance and eventually get on well with their excellent characters." this is what most of the interviewees say, and what Ödön Weszely (1934:7-8) said almost a hundred years ago, and we do not feel that his words are outdated.

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