

**Evolvement of the Freinet-pedagogy in the Hungarian kindergarten in the period 1985-1996 – with special regard to the activity of the Freinet-research group in Sopron**

**Abstract**

The main objective of my investigations was the exploration of the activity and innovation role of the Freinet-research group of Sopron in the domestic, kindergarten adaptation and propagation of the reformatory pedagogical trend of French origin in the period of 1985-1996. In my thesis I have prepared a pedagogical case study with the collective application of several examination methods, during which in the analysis of the events and actions the innovative-theoretical approach has formed the main direction of the investigation. As the result of my work with the subjective testimony of the kindergarten pedagogues and the members of the Freinet-research group in Sopron participating in the investigation their individual point of view and personal experiences could have been recorded, which explains this memorable and important period of the history of the recent kindergarten pedagogy with the concerning historical supplementation.

**Absztrakt**

Kutatásom célkitűzése az egykori Soproni Óvóképző Főiskolán megalapított Freinet-szellemű kutatócsoport tevékenységének és innovációs szerepének feltárása volt a francia eredetű reformpedagógiai irányzat hazai, óvodai adaptációjában és terjesztésében az 1985-1996-os időszakban. Többféle vizsgálati módszer együttes alkalmazásával olyan retrospektív pedagógiai esettanulmányt készítettem, amelynek során az innováció-elméleti megközelítés képezte a vizsgálódásaim főbb irányvonalát. Kutatásomban a Freinet-pedagógia sajátos, alulról építkező, mozgalmi jellegének feltárására, a személyes elköteleződés és a Freinet-pedagógussá válás okainak, motívumainak és folyamatának elemzésére is vállalkoztam. Munkám eredményeképp a vizsgálatban részt vett óvodapedagógusok és a soproni Freinet-kutatócsoport tagjainak szubjektív tanúságtételével egyedi nézőpontjuk és személyes élményanyaguk vált

rögzíthetővé, amely a hozzá kapcsolódó történeti kiegészítéssel a jelenből is érthetővé teszi a közelmúlt óvodapedagógia-történetének ezen emlékezetes és jelentős időszakát.

## **I. MOTIVATION OF THE TOPIC SELECTION, BASIC OBJECTIVES AND STRATEGY OF THE RESEARCH**

From the middle of the 80ies the former, centrally initiated and managed cyclic reformations in the Hungarian education were replaced by such a continuous development strategy, owing to which the changes could start, which indicated the democratic reorganization of the education system (Loránd, 2010). As first step of the above mentioned development strategy, as specifically Hungarian “third-way” solution the education law of 1985 has allowed the validation of the demand for the deflection from the strongly centralized education political expectations and education practice within the frame of a so-called relative autonomy. Above mentioned legal rules has influenced also the kindergarten affairs kept out the public education system by that time. The child-orientated aspect of the kindergarten pedagogues, their innovative professionalism evading the centralization and uniformity and their demand for self-instruction has significantly contributed to the fact that they take over the leading role in the revival of the kindergarten education foregoing the educational reformations of the period 1985-1996<sup>1</sup>. Thereafter, beginning from the last third of the 80ies in the surrounding of the teachers’ training institutes, colleges (e.g. Hajdúböszörmény, Kaposvár, Kecskemét, Sopron, Szarvas) kindergarten pedagogic workshops were established, then in the further regions of the country new kindergarten lifestyle organizations, alternative initiatives have evolved.

In this period, in 1989 a research group was established with the management of two instructors of the Kindergarten Pedagogical Institute of Sopron, *Mrs. Barnabásné Eperjesy* and *Mrs. Károlyné Zsámboki dr.* and the contribution of two practice leading kindergarten pedagogues, *Mrs. Árpádné Friedrich* and *Mrs. Alfrédné Lakihegyi*, which has intended to realize the kindergarten adaptation of the nature- and life-close reformation pedagogy related to the name of the French folk teacher, *Célestin Freinet*. As the result of their pedagogical innovation from September 1999 in the practicing kindergarten of the institute an alternative

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<sup>1</sup> Decree no. 1 of the year 1985 about education, Program of the kindergarten education (1989), decree no. 79 of the year 1993 about public education, National basic program of the kindergarten education (1996)

kindergarten program of Freinet-spirit was realized with the approval by the ministry, as unique experiment, first in the country. In the years after the start upon effect of the initiation in Sopron – enjoying encouragement and professional support and guided by commitment coming from inside – more and more kindergarten pedagogues have undertaken the adaptation of the Freinet-pedagogy covering its completeness or parts thereof adjusted to unique and local features and through this the renewal of the kindergarten education.

The subject selection of my thesis was motivated by the initiator, innovator role of the Freinet-research group – as specified above – and its country-wide dominant importance developed on account of the inflow of the innovation. Additional to above my personal professional interest and commitment has also contributed, because from 1994 to 2007 I could work as practice leading pedagogue in the mentioned kindergarten group of Freinet-spirit in Sopron, then since 2009 I participate in the training of the kindergarten pedagogue students as master of pedagogy and teacher, in the former Alma Mater of the innovation of Freinet-spirit, in the Benedek Elek Faculty of Pedagogy of the University of West Hungary.

The main objective of my investigations was the exploration of the activity and innovation role of the Freinet-research group of Sopron in the domestic, kindergarten adaptation and propagation of the reformatory pedagogical trend of French origin in the period of 1985-1996. In my thesis I have prepared a pedagogical case study with the collective application of several examination methods,<sup>2</sup> during which in the analysis of the events and actions the innovative-theoretical approach has formed the main direction of the investigation.

## **II. OBJECTIVES OF THE RESEARCH, SUBJECTS TO INSPECT AND TIME FRAMES**

During my investigation – corresponding with the characteristics of the case study – I have determined the approach seemed to be the most suitable for the exploration of the case (innovation theory) along the questions “how?” and “why?” in the process of the progressive focusing, reflected to which I have composed the main propoundments of the investigation:

**Related to the innovative theoretical approach of the case the general subject to inspect shall be:**

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<sup>2</sup>Within the frame of this thesis the case study is interpreted not only as method, but as strategy carried out with the application of several data collection techniques and investigation methods.

- Can the alternative initiation of the kindergarten in Sopron be considered as innovation? If yes, how do the content characteristics of the determination of innovation occur therein?
- To which regard can be related the general innovation and specifically pedagogical definitions and theories to that? Along which theories among them can the case be specified?
- In which manner can be interpreted the phases of the innovation process (invention-innovation-diffusion) in connection with the initiation in Sopron?
  - What can be considered as creative renewal, invention related to the case?
  - How has the creative idea become innovation applicable in the practice?
  - How, why and along which characteristics was the kindergarten innovation of Freinet-spirit in Sopron spread?
- How can the success and effect of the innovation of Sopron be evaluated? How did it contribute to the domestic kindergarten expansion of the Freinet-pedagogy in the investigated period?

**Topic to inspect related to the invention and its practical realization:**

- How and why was the innovation of Sopron a relative advantage for the potential users? In which references can the relative advantage be detected?
- Regarding compatibility:
  - Regarding the measure of the system reorganization what kind of change and reorganization were required for the inspected innovation by the innovators and the later users?
  - Regarding the existing needs, so the innovative aliveness of the kindergarten pedagogues in which concern could be harmonized the renewal with the innovative needs of the potential users?
  - Regarding the assessment of other, similar innovative solutions how compatible was the lifestyle organization of Sopron of Freinet-spirit with the general efforts of the alternative kindergarten pedagogical movement spreading from the 1988-89 years?

- In which regard did find the pedagogical conception and principles of *Célestin Freinet* the spiritual connection with the former life and pedagogical views of the members of the Freinet-research group?
- How did the triability, so the application of experiment possibilities with the least possible risk and the observability, so the perceivability of the success of the renewal contribute to the successful adaptation of the innovation?
- Why could the renewal be proven to be understandable and applicable for potential users?

**Topic to inspect regarding the diffusion, so the spreading of the innovation:**

- What was characteristic for the process and dynamics of the innovation expansion regarding time?
- Considering communication channels through which transferring factors and how did the innovation in Sopron spread?
- Regarding the decision process of the adaptation:
  - What can be considered as decision problem in our case, how can its origin and symptom be defined?
  - Which information sources and how did influence the decision process?
  - What kind of action versions (kindergarten alternative programs, lifestyle organizations) was offered and what did the potential users think of it in the decision process of the adaptation?
  - What can be considered as decision criterion and how was the decision realized, namely the commitment for the kindergarten adaptation of the Freinet-pedagogy?
  - What were the first steps of the adaptation in the execution of the decision and to which regard were the changes shown at the beginning?
  - What was the reaction to the initial experiences in the assessment of the execution process and how was the decision of the adaptation evaluated?
- Which factors and motivations have played a role in the establishment of the connection network developed owing to the diffusion?
- What were the features of the development of the connection network?

### III. COURSE AND METHODS OF THE RESEARCH

During this research, considering the objectives set and the characteristics related to the case study as strategy, during the sampling I have slightly attempted to create a sample representing the “multeity”, instead of this I have rather kept the intentional selection related to the investigation of above mentioned research problem propoundments in view. Accordingly within the sample selected for the research – in connection with the innovative-theoretical approach of the research – I have judged it necessary to separate a more specific, primary sample suitable for the investigation of the development of invention and innovation, then a more expansive secondary sample essential for the research of the spreading characteristics of innovation (national notice, adaptation).

I have classified the “principals” of the case, the still living members of the Freinet-research group in Sopron. Then, based on the information from the data collection related to them, by means of the so-called snow-ball method (*Golnhofer, 2001; Stake, 1998*) the circle of the primary sampling was expanded with further persons. During the process of the data collection regarding the primary sample I have visited the members of the Freinet-research group at first, who were asked for a personal conversation with the purpose of exploring professional and historical memories, adventures and motives.

Above the detailed mapping of the foundation and activity of the research group my investigations have also covered the exploration of the diffusion of the innovation in Sopron, for which also the definition of secondary samples was necessary. Within this sample I have looked for the actors at first, who or which could be associated with the expansion of the popularity of the innovation in Sopron and co-operated in this in any manner respectively (e.g. the kindergarten pedagogues as potential users, the different organizations, pedagogical institutes, pedagogical colleges). During this work I have received documents of significant quantity (letters to the research group, ministry decisions, reports, requests, research and institute reports etc.), which were created in the years of the evolvment of the initiation in Sopron (1989-1996) and from which the circle of the actors associated with the expansion of the popularity of the innovation has become determinable. Their number can be roughly estimated to 300-400.

Parallel with this work I have attempted to search every kindergarten pedagogue, who has got in such personal and professional relationship between 1990 and 1996 with the research

group in Sopron, upon the – not necessarily primary and exclusive, but significant – effect of which started to apply the kindergarten lifestyle organization of Freinet-spirit in the kindergarten work. During the sampling I could identify 86 kindergarten pedagogues and collect data from them, who could be considered as adaptors in the investigated period – along above specified criteria.

During the data collection process I have applied the method of document analysis for the elaboration of the written research material prepared in the past and in the present, later, upon the exploring interpretation I have realized the qualitative content analysis. The method of the document analysis was applied on the one hand for the support of the reconstruction and chronological systematization of the events and occurrences and the supports of the data readable in the interview texts, on occasion their specification and supplementation, on the other hand upon application for the method the role of the time related to the innovation spreading and the communication channels and the structure of the connection network could be also explored.

#### **IV. SUMMARY OF THE RESEARCH RESULTS**

In my research I intended to explore the establishment of the innovation of an alternative kindergarten pedagogical movement of Freinet-spirit spreading at the end of the 80ies, its practical rationalization and spreading within the frame of a retrospective case study looking back to the period of 1985-1996.

Upon review the general subject investigated in relation with the innovative-theoretical approach of the case it can be stated as summary, that related to the activity of the Freinet-research group focused in this case study the common features of the general innovation-definitions independent from the science fields – the modernity, the change, the renewal and the practical application – could be identified as characteristics, so the investigated renewal can be considered as innovation. Additional to the creative idea as invention and the definite intent for the renewal of the kindergarten education and the practical application due to the character of the changes coming from below, namely from practice and the conscious development features on micro-level of small cross-section the pedagogically interpretable term of innovation has proven as applicable upon the initiative in Sopron.

The indexes of the process character of the innovation investigated in the research – phases of introduction, implementation and correction – were clearly recognizable on the basis of theories in connection with *E. Rogers* (1983), *M. Fullan* (2008) and *László Gáspár* (1996), because the members of the research group in Sopron have elaborated their program recommendation, which could be evaluated as invention, for the reformation of the already operating pedagogical practice, then after testing and realization of these creative ideas in the kindergarten practice they could make sure of its everyday sustainability and applicability. During the analysis and generalization of the experimental and adaptation experiences the model characters were discovered, which have supported to discover the connection with the spirituality of the Freinet-pedagogy, then upon its effect the program recommendation was modified, as the result of which their research was already defined as alternative kindergarten lifestyle organization of Freinet-spirit.

During my researches I have examined the subject composed in relation with invention and the spreading and diffusion of innovation on the one hand on the bases of the innovation diffusion theory of *E. Rogers* (1983), on the other hand applying the decision theory and the connection network approach of innovation. Among the innovation success factors defined in the Rogers-theory during the examination of the relative advantage it could be stated that the kindergarten program recommendation of Freinet-spirit in Sopron had a relative advantage among the potential users in the expected character of the realization, in the points of view about kindergarten activity forms and related to the role of the natural and social environment and considering the modified pedagogue and child role as well, against the valid central kindergarten content regulatory items. From the program in Sopron the modern interpretation of playing, work and child learning is showing up, the characteristics of the modified pedagogue and child role can be detected along the acknowledgement of autonomy efforts in the self-realization developing through enrichment in communities.

Additional to the relative advantage I have examined the further innovation success factor covered in the Rogers-theory, the extent of the „system reconstruction” and the compatibility. In this regard it can be stated, that the innovation in Sopron was compatible with the education political medium opening more and more to changes and the relevant legal and content regulation. This compatibility – as supported with my researches – was prepared and legalized by the education decree of the year 1985 and the Kindergarten Education Program of 1989. During the examination of the coherence between the innovation needs of potential users and the reformation in Sopron it could be define that along the previously mentioned „system



reconstruction” the kindergarten pedagogue efforts started and were accepted on the field of the sharp innovation receptivity arising in the kindergarten pedagogues, as an alternative of which the initiative in Sopron has developed and become countrywide popular. These efforts have focused on the rejection of the methodological adjustment of the kindergarten education, the resolution of the mandatory and guided activities and the re-interpretation of the learning processes of children. In the content of the innovation demand identified in my research first of all the defection from the kindergarten life organized around activities experienced, learned and expected, performance-orientated, mandatory both for pedagogues and children has appeared, on the other hand the own life experience and the pedagogical point of view was emphasized increased. Due to this the conception of the program recommendation of Sopron – the importance of the symbiosis of kindergarten life and the surrounding natural and social environment and the importance of nature- and life-close, active experiencing – could not be assessed as only relative advantage, but also as compatible alternative for pedagogues, in which the intention for the defection from the former practice of kindergarten education and the rejection of the centrally required mandatory status and performance-orientation have induced susceptibility for the reformation of the educational practice. The innovation of Sopron has corresponded with the optimum extent of the “system reconstruction” with above specified regard and has proven compatible with the existing needs of the potential users and their demand for reformation.

From the aspect of compatibility the question of conformability with the common efforts of the alternative kindergarten pedagogical movement has arisen as further investigation point of view, which is defined in the Rogers-theory as comparison with “the performance of other alternative solutions”. Related to this propoundment applying the standardization of Mária M. Nádas (1995) it could be stated that the innovation of Freinet-spirit in Sopron has taken the place in the row of the “conceptions to be rationalized afterwards” among the experiments “deviating from the traditions” in the flow of the kindergarten lifestyle organizations developing in the last third of the 80ies. The alternative kindergarten programs developed in the investigated period have shown common features additional to their sharp, unique character. The guarantee for the spreading and success of the arising innovations were the features, which have shown congenialities with the efforts of the national alternative movement as “common denomination”. Upon examination of these initiations it could be stated that all of them was developed with definite innovative intention, with the purpose of change and the demand of practical rationalization. The identities in the common efforts of the lifestyle organizations –

affined also with the initiative in Sopron – can be summarized as child-, play- and adventure-orientated renewal of the kindergarten education, the free evolvment of the child personality, the re-interpretation of the activity forms of kindergarten life and emphasis of the facilitating and partner role of the pedagogue. Team work could be observed as further common character, namely the objectives, principles and practical realization defined commonly with the co-operation of theoretical and practical experts. Regarding the alternative kindergarten pedagogical movement spreading from the last third of the 80ies the common efforts as summarized previously and the factors detected in relation with the innovation susceptibility of the kindergarten pedagogues could be observed. Compatibility as innovation success factor has significantly contributed to the wide acceptance of the local reformation and the national expansion of the innovation of Sopron.

The compatibility, as innovation success factor mentioned in the innovation theory by Rogers investigated finally has focused basically on one question: „Why just Freinet?“. In this context I wished to examine the spiritual congeniality between the pedagogical conception and principles of *Célestin Freinet* and the previous life and pedagogical aspects of the members of the Freinet-research group. As the result of my work it can be defined that despite the deviating professional past, pre-qualification and experience of the members of the research group on other fields all of them have acknowledged, that instead of the didactic mandatory tasks a free, activity-orientated life should be enforced in the kindergarten based on the characteristics and values of childhood. The finding of the Freinet-spirituality with reformative pedagogical roots already existing worldwide was established as innovation rationalized also on the field of practice by the child-orientated, nature- and life-close attitude and aspect system and the pedagogical experience and creation desire for children and kindergarten education identified in the life and confessions of the research group.

During my research I have explored and analysed the further factors playing a significant role in the process of the innovation expansion and in adaptation, the process and features of temporality and the communication channels significant in the information flow with the utilization of the results of the diffusion theory. During the analysis I have considered it as necessary to separate the process of popularity of innovation and its adaptation (individual application), because the knowledge about the activity of the research group and the kindergarten applicability of the Freinet-pedagogy did not mean the application in the kindergarten practice in every case. The enlargement of popularity has however accelerated the spreading of the individual adaptations. Related to the temporality of spreading, based on my

research results it can be stated, that the interest and activity for the innovation in Sopron in the period between 1990 and 1995, compared to the expected peak of the bell-curve indicating normal distribution has shown already earlier, from 1990 to 1992 significant increasing values and reached its peak, which was confirmed also by the development of the cumulated values of the innovation activity. The rapid and dynamic upgrading character of the increase has also confirmed my pre-assumptions, according to which a definite demand and interest for kindergarten education reforming efforts were shown already in the period around the evolvment of the initiation of Freinet-spirit in Sopron and it confirms the “wildfire-like” tempo of the expansion of the innovation. Between 1992 and 1994 a slowly increasing phase could be observed as mentioned in the innovation theory and from 1994-95 a kind of saturation, based on which it can be summarized, that after the year 1994 adaptation was more emphasized instead of interest and check-out in the diffusion process, due to which the agents outside the innovators’ group appeared and network-development has also started.

In relation with the role and effect of communication channels it can be summarized that the formal mass communication and public, written channels explored in connection with the expansion of the Sopron initiation, similar to the diffusion theory of Rogers have played a significant role mainly in the initial period – in our case between 1990 and 1992 – of the evolvment of innovation. Their importance could be detected first of all in the rapid and wide spreading of innovation popularity. The public verbal communication has taken its effect for a longer period than before and due to the influence arising from the personal presence of innovators with bigger intensity. The importance of the interpersonal channels – corresponding with the diffusion theory – has strengthened later, beginning from 1992 with the intensive courses of Freinet-spirit and the establishment of regional Freinet-organizations and centres and significantly influenced the individual adaptation decisions. Regarding the geographic distribution of the expansion the intermediating role of the communication channels was observed mainly on the area of the today comitats Komárom-Esztergom, Győr-Moson-Sopron, Pest and Veszprém and in the North-Hungarian – first of all Borsod - region.

Regarding decisions the innovation theory emphasizes mainly the importance of the adaptation decision, pursuant to which aspect the expansion of innovations is a decision-making process, where the potential user develops his basic opinion and approach after meeting the initial information concerning the reformation, which finally leads to the acceptance or rejection of the application of the innovation (*Rogers, 1983*). As the result of my research it can be summarized that in case of pedagogues open to the kindergarten education of Freinet-spirit the

decision situation was induced by an innovation need, which was stimulated by the education political medium supporting individual solutions as innovation and the spreading alternative pedagogical movement. With the appearance of alternatives offering the reformation of kindergarten life selection possibilities have arisen for the kindergarten pedagogues to satisfy their innovation demand. In the search for action versions the efforts of the kindergarten pedagogues were observed mainly for knowing the kindergarten alternative lifestyle organizations and for exploring the identities and differences evolving from the last third of the 80ies. In this regard they were supported by courses, continuative educations, conferences, summer universities organized in many places and forms in the country. The issued publications and press releases regarding pedagogical innovations have served as information intermediating channels. During the professional-methodological road-finding the assessment and selection of the action versions have meant one of the significant movements of consideration, where the congeniality with the previous point of view, existing needs and scale of values of the potential users has received a dominant role as decision criterion, which, which factor could already be identified also in context with innovation demand and susceptibility.

The kindergarten pedagogues have tried to orientate in the labyrinth of alternative pedagogies and programs mainly in subjective manner with limited rationality. Based on my research it can be stated that during the selection between different kindergarten lifestyle organizations the child-orientation, demand for nature- and life-close active experiencing and the free and creative evolvment of the child and pedagogue personality being present both in the spirituality and principles of the French reformativ pedagogy and in the aspects of kindergarten pedagogues can be evaluated as significant decision criterion in the commitment to Freinet-pedagogy. Additional to these factors during my investigations it has become observable that owing to the interpersonal communication channels and stages the practical experiencing learnable simultaneously with the theoretical knowledge regarding the kindergarten lifestyle organization of Freinet-spirit in Sopron can be also evaluated as significant decision criterion for the commitment.

Based on my research results regarding the adaptation decisions it could be explored that on the one hand the intensive courses and continuative trainings led by the members of the research group, on the other hand the publication with the title “An alternative kindergarten program of Freinet-spirit” have proven as dominant original information source mostly influencing the decision. The reason for the increased interest for continuative trainings and the secret of success is coming from the synthesis-character on the one hand from the education-

scientific grounding, on the other hand from the synthesis-character arising from the direct experience of the experiences and adventures of the kindergarten realization. Based on my research the trainings have resulted a confirmation on the one hand against limited rationality experienced in the consideration process of alternatives, on the other hand about the adequacy of the assessment of action versions. As dominant components of the content relevance and authenticity playing a role in the adaptation decision the experienced freedom adventure, the harmony between theoretical grounding and practical realization and the specific, community character of the Freinet-pedagogy creating a synergic effect could be identified. Another significant factor influencing the decision was the program publication of Freinet-spirit, which on the basis of my research has ensured a relevant and authentic methodological direction and knowledge for the ones intending to act for the reformation of kindergarten life and where not the requiring character, but the individual adaptation reflecting the particularity of the Freinet-pedagogy was emphasized. In the decisions after the assessment of the action versions the phenomenon of the suggestivity arising from the personality of the members of the research group, influencing the emotions could be also observed, which shows coherence with the opinion-leading role influencing the timely expansion of the innovation. In the aspects of the opinion-leading role related to suggestivity the intention of conscious (of convincing, campaign character) could not be detected, instead of this the referent and expert influence and human authenticity proceeding indirectly have appeared, which has taken effect on pedagogues. The affectively focused character of this effect managed by internal initiative has proven of dominant importance in the commitment for Freinet-pedagogy on the basis of my research.

Based on my research results related to the success of the decision execution it could be explored that upon effect of the triability as factor influencing the initial application of the innovation and the later diffusion – due to the initial positive results and the immediate success experience – the demand for further application and expansion by the pedagogues has developed strongly and more definite.

After the decision, in the initial stage of the execution process the adaptation was mainly defined by the practical applicability of the continuative training in Sopron and the adventures experienced and lived by the pedagogues. Summarizing the changes experienced due to the decision it can be stated that along the changes of the kindergarten pedagogues, the children and the kindergarten environment the character and the atmosphere of the whole kindergarten life has changed. Instead of the performance expected uniformly from everyone, the learning methods not corresponding with the age characteristics of kindergarten children and the more

impersonal communities covering the individuals the kindergarten weekdays were characterized by individual treatment, acceptance and rich emotions (e.g. love, acceptance, affection, pleasure of common adventure). In this process the co-operation of child and pedagogue has based first of all on love and acceptance realized by empathy and tolerance. In the professional renewal of the pedagogues reflective consciousness, authenticity and self-identity could be observed appearing along the methodological freedom.

As last stage of the decision process, the control of the execution process – instead of standardized inspection defined externally – was carried out with the analysis of summarizing evaluations composed in relation with the execution process after the decision. With reference to these results the reflections related to the accuracy or faultiness of the decision could be explored, where on the one hand the assessment of the characteristics of the Freinet-pedagogy, on the other hand the reflection related to becoming a Freinet-pedagogue have appeared. The selected action version, namely the motive of difference in the assessment of the features hiding in the Freinet-pedagogy has appeared in many contexts. In the connection with compatibility the deviation related to the alternative kindergarten lifestyle organizations could be identified and the difference arising from the general spirituality of the Freinet-pedagogy and manifesting in concrete pedagogical principles and the individualism requiring individual adaptation. From the reflections related to the changes experienced in the pedagogue's personality, namely becoming a Freinet-pedagogue it could be explored that the adaptation of the French reformatory pedagogy has proven operational first of all among child-orientated, committed, creative pedagogue personalities open to democratic spirituality. The nature and life closeness, the creative work, the “experiencing scanning” and the confirmation arising from the assessment of the positive experiences of the modern kindergarten life created by the community adventure consummating the individual has contained the adequacy of the decision and generated the further continuance of the application of the innovation. Based on above it can be summarized that in case of innovation the change was legitimated by the result itself. As further coherence it was stated that the principles of the Freinet-pedagogy as decision criteria have appeared already upon the assessment of the action versions, so it can be stated, that the factors in the investigated innovation, which have played a significant role during the evaluation of the action versions, have appeared later again during the evaluation of the execution process as feedback confirming the adequacy of the decision.

During my investigations as last factor I have examined the motivations and features of the diffusion network-development playing a role in the expansion of innovation. Regarding

my results it can be stated that in the everyday of the kindergarten life the questions, problems arising during the everyday practice of the Freinet-pedagogy, sometimes the feeling of separation or unappreciation, the distribution of joy and success have called commitments and connections into being, which have played a key role in the expansion of adaptation and in the spreading of the Freinet-pedagogy as movement. During the examination of the personal relations, interpersonal contact systems playing a role in the expansion of innovations it could be observed that regarding the evolvement of the Freinet-pedagogy in the domestic kindergartens the organization and establishment of bases and region centres developing in connection with the intermediate effect of interpersonal communication channels could be observed first of all as results of networks developing through instrumental, namely device-like connections, in which process the heterophil relationships with weak binding intensity were emphasized. As the result of this research, regarding the role of the research group in Sopron it could be stated that their position in heterophil instrumental relationship system with weak binding intensity could rather be characterized by specialties and this network did not play a significant role in the diffusion of the innovation of the research group of Freinet-spirit in Sopron. However the expansion of the innovation through interpersonal agents – along the common professional identity and the demand arising from belonging together and by the motivation of knowledge-dissemination respectively – has called such homophile communities with expressive relations into being, through the effect and inspiration of which further local co-operations were organized. With my research it can be confirmed that upon the network-building effect of the organized meetings and due to the operation of basis institutes and regional centres a heterophil and simultaneously emotionally binding Freinet-movement has established later from the initiations.

As final summary of my work it can be stated that the investigated kindergarten pedagogues has started to find the way due to the demand and commitment for renewal and from the innovation efforts evolving from the middle of the eighties they have found and/or discovered again their professional identity in the Freinet-pedagogy. The attraction of the trend of French origin was that it has built onto the versatile pedagogue personality and during the realization it has almost implied and required the differentiation and variegation – manifesting naturally in the sphere of freedom. Without strict didactic principles, required strategies and methods along the principles and the techniques ensuring the realization it has offered great freedom for pedagogues, owing to which a kindergarten initiation of Freinet-spirit corresponding with the local features and possibilities has come to being and existed in harmony

with them. Based on my research in above indexes the secret of success arising from the specialties of the Freinet-pedagogy was outlined, related to which the role and the importance of the research group in Sopron has become interpretable – corresponding with the objectives defined at the beginning of my investigations – from several aspects. The instructors and kindergarten pedagogues in Sopron have played a dominant role in the process of above specified road-finding and later in the confirmation of the feeling of commitment for Freinet-pedagogy with their personality, professional authenticity and support. Their activity was significant in the strengthening and legitimization of the kindergarten innovative efforts looking for their professionalism and regarding the inspiration of the kindergarten lifestyle organizations evolving along education principles indicated by the Freinet-pedagogy with unique image.

As after-word it can be stated that in my opinion the topic of my thesis, the objectives and the content of the research related thereof are filling a gap and regarding the interpreting approach I consider this as modern. Especially regarding the exploration of the specific movement character of the Freinet-pedagogy building from below and the analysis of personal commitment and the reasons, motives and process of becoming a Freinet-pedagogue. According to my judgement and hope as the result of my work with the subjective testimony of the kindergarten pedagogues and the members of the Freinet-research group in Sopron participating in the investigation their individual point of view and personal experiences could have been recorded, which explains this memorable and important period of the history of the recent kindergarten pedagogy with the concerning historical supplementation.

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