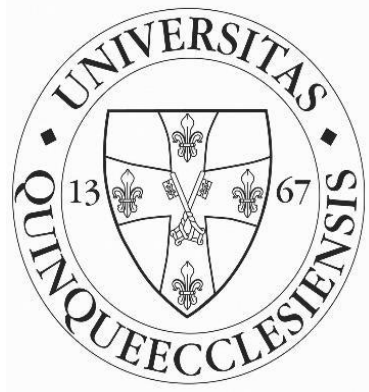


University of Pécs  
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Ladnai Attiláné

Positive Education Modell-based examination Hungarian educational  
content regulations

**Tartalmi szabályozók vizsgálata a Positive Education modell  
alapján a hazai közoktatás egy szegmensében**

DOCTORAL THESIS

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## **I.1. Description and objectives of the topic**

Educational sociology plays a decisive role in the decision-making work of pedagogy. It conveys research results and findings for educational processes and for the education system. The results of educational sociology help in decision making (Kozma, 1984). This thesis has an inter- and multidisciplinary context with a holistic approach. In the thesis, I examine one of the links between pedagogy and psychology (positive psychology in education) called Positive Education ('PE' hereafter). The theoretical background draws from pedagogy related co-sciences. In my work, I use the perspective of comparative educational science (Kozma, 2006). The thesis primarily looking for answers whether the elements of Positive Education (PE, created on the basis of Martin Seligman PERMA model -cf. Norrish 2015) can be found in the curriculum regulation (framework curriculum, pedagogical program, local curriculum) of certain types of schools. The amount of school knowledge is doubling in every 5 years. Sooner or later it becomes essential to convert the perspective and research results of positive psychology into the world of pedagogy to efficiently process this amount of knowledge (cf. Héjj, 2013). It seems appropriate to explore and integrate existing good practices into the day-to-day educational process that can increase the satisfaction of the next generation. One of the objectives of my research is to show that there are institutions in the current Hungarian education system, not just with an alternative framework curriculum, which, implicitly or less explicitly, operate along the elements and indicators of the PE model. The willingness to participate in the research was shown exclusively by alternative schools. Báthory, as a non-alternative school was an exception. At the same time, the sample of the study that I wanted to extend to schools in the traditional sense (the *Kék Madár* Pedagogical Program was a good example) may also be decisive when considering the results obtained, so I was looking for additional aspects. This is how the categorization of Mária M. Nádasi (1995) about unconventional school programs get into focus. The examined institutions were chosen based on this.

## I.2. Research background, research methods

During the research the deductive theorizing followed the next steps: Definition of the subject: study of positive psychological research (cf.: Oláh, 2004,2005; Csíkszentmihályi 1990,1997,1998; Seligman 2011,2012,2018) on different educational platforms by involving certain sub-domains of social science, psychology and educational science. The approach of reform pedagogy offers ample opportunities for an educational-learning process that considers the needs of students in public education institutions. The changing approach of positive psychology is groundbreaking. The PE model uses the opportunities what appeared based on this change. The PE model has been successfully adapted in many countries around the world, thanks to its basis, universal character strengths, which (Seligman and Peterson, 2004) can be considered as 'culturally independent' values. The research described in the thesis provides useful information on the process of joining Hungarian public education in the international PE discourse.

Starting point	Data source	Method	Aims	expected result
The basics and concepts of positive psychology.	literature on positive psychology	desk research, sistematic literature review	definition of basic concepts, emphasis on well-being, exploring its role in life	find researchers who state all this, find such researches which justify this
What are the pillars of positive psychology for education that emphasizes a positive approach? Examine the relationship between the PE indicators.	Martin Seligman PE modell, (Norrish, 2015)	document analysis (Hungarian sources) – what is present in the Hungarian literature content analysis (English source) content of each item	items equivalents extracting indicators from the English model	Determination of the Hungarian equivalent of PE indicators
The result of the content analysis compared to the Hungarian equivalents currently in use.	literature	content analysis	short definition of each indicator based on searchable content	indicator list – An indicator list that can be researched in Hungarian sources.

Starting point	Data source	Method	Aims	expected result
Pre-research	<i>Kék Madár</i> Pedagogical Program  Rogers Framework Curriculum  Dél-Zselic Primary School Kétújfalui Konrád Ignác Primary School	observation, interview  desk research  observation, interview	definition of methods, test of the searchability of indicators	testing the indicator list, refinement of the interview
There are some working initiatives that have started in the spirit of PE.	Literature	desk research	sampling	Creation of the exact framework for a sample in the widest possible segment. Define the frames.
How can PE be detected in Hungarian institutional operations?	curriculum documentation (Frame curricula, School educational program, alternative framework curriculum)  head of program  Programs' (work) books	semantic content analysis, MAXQDA supported content analysis  Interview (quantitative)  semantic content analysis	whether the theory appears in practice, which indicators appear and which not  back to the original model-substitution	show to what extent the indicators that appear, and highlight, how this affects the structure of the model  validation of content analysis  exploring correlations
Are all PE elements and indicators present in Hungarian education?	research reports	findings	conclusions	analysis of results

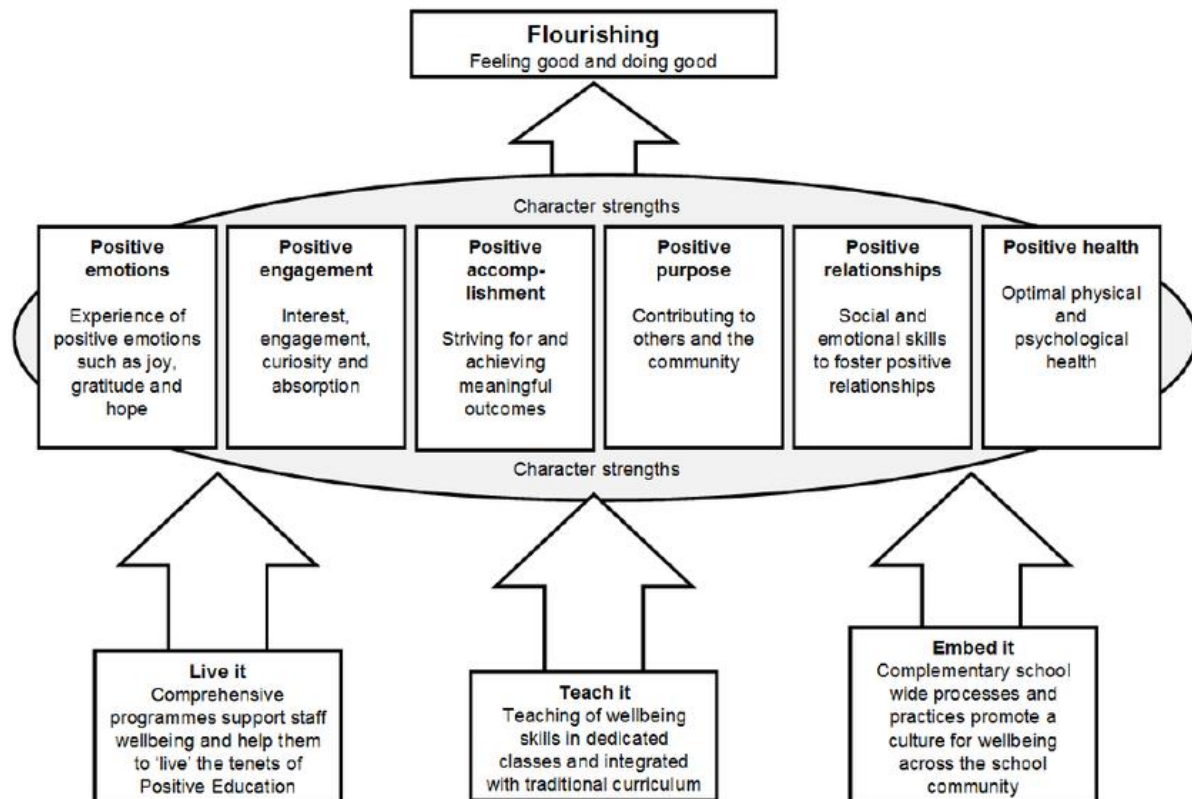
1. táblázat A kutatás összefüggéseinek áttekintése, saját készítésű táblázat

The purpose of the thesis is to present the elements and indicators of PE in the specified analytical units. In addition, the aim is to contribute to the opportunity for Hungarian public education institutions to join the international discourse of PE as soon as possible, by analysing and summarizing the results obtained.

### I.3. Research summary and the theses

The Positive Education model

The terms of the elements of the Seligman model are presented in the diagram below and in the text that follows, which I have created using the work of Norrish (2013, 2015) on the basis of my own interpretation.



1. ábra A seligmani modell elemeinek terminusai, Norrish (2015) munkáját is felhasználva saját interpretációk alapján<sup>1</sup>

Seligman (2018) defines positive education as a unit of traditional education and an educational approach to nurturing well-being (and promoting mental health). Looking at the model's position and potential, Seligman believes that while it is not yet possible to report an impressive widespread of PE around the world, there is a good chance of doing so. As the number of teachers and students (who want to change) is staggeringly large, the growing trend of the spreading of PE is expected to continue and likely accelerate. He hopes the results will guarantee higher level of well-being for millions of school children, while at the same time PE

<sup>1</sup> A munka első közlése Ladnai Attiláné: A „pozitív pedagógia” lehetséges útjai, ld. Ladnai 2019a

will provide stable academic outcomes as well (longitudinal studies are needed to measure this). At the same time, Seligman emphasizes the awareness of the long history of fads in education and Positive Education should not become another fad (Seligman, 2018). Suggestions on how to make Positive Education sustainable are the followings (Seligman et al, 2018): continuous measurement, rigorous evaluation, scientifically designed programs, research results, interventions, monitoring and assistance.

Seligman (2011, 2012) identified six elements of Positive Education. Martin Seligman describes the elements of the PE in detail, but there are not yet Hungarian equivalents of these terms. I have clarified the presentation of PE elements in the PE model. In addition, I have clarified the relations of the elements and their exact meaning as well. There are overlaps between the content components of some elements, which were essential to define.

PE element name and designation	related indicator
A. positive relationships	1,3,4,5,6,7,8,9,10,11,18,19,20,21,25
B. positive purposes	2,3,7,12,15,20,25,26
C. positive health	18,21,22,23,24,26
D. positive engagement	10,11,12,13,16,17,19,21,26
E. positive accomplishment	3,4,11,14,15,16,17,19,20,21,25
F. positive emotions	5,6,8,9,10,14,19

2. táblázat A PE elemek és a PE indikátorok kapcsolata a saját kutatás eredményei alapján, (Saját készítésű összefoglaló táblázat)

The aim was to create such a measuring device that would allow to answer research questions. On the one hand, it was necessary to know the Hungarian terminology of each indicator, on the other hand, to know the precise conceptual, substantive, and literary interpretation of the elements of Seligman. The measuring instrument I have thus created can show the presence of the elements and indicators of PE explicitly visible in the Hungarian public education institutions and analytical units examined in the thesis.

Place in the PE model	sor- szám	Short name of the indicators in Hungarian	Meaning of the indicator
positive relationship	1	sikeres kapcsolatok	positive impact of joyful and constructive relationships on the individual, on his/her companions and those living around him/her

positive purposes	2	értelem az életben	a purposeful existence that manifests itself in the self-conscious living and living of things, events
positive accomplishment positive relationships positive purposes	3	szociális készségek /szociális intelligencia	development of social skills and social intelligence
positive relationships positive accomplishment	4	hatékony kommunikáció és hallgatás, konfliktuskezelési és megoldási készségek	active listening, unblocking communication barriers, effective communication techniques, ability to see things from the perspective of others
positive relationships positive emotions	5	érzelmi intelligencia fejlesztése	experience and management of emotions, response (+ and -) role of emotions, positivity rate
positive relationships positive emotions	6	megbocsátás	ability of forgiving (to others and to the individual's self), ability to let the anger go away or live it fully
positive purposes positive relationships	7	kooperativitás, csapatmunka, projektek	cooperation, building and incentive interdependence, group and project activities
positive emotions positive relationships	8	hála	ability to recognize and to experience gratitude, awareness of its beneficial effects
positive emotions positive relationships	9	savoring technikák alkalmazása	happiness creation, thanksgiving, virtue-driven behavior, ability to fight
positive emotions positive relationships positive engagement	10	flow, flourish	flow and flow activities (Csíkszentmihályi, 2010,2012)
positive engagement positive accomplishment positive relationships	11	motiváció	experiencing the full value of the activity, (arouse and maintenance of intrinsek motivation) (Pajor, 2015)
positive engagement positive purposes	12	elkötelezettség	immersing in actions, a kind of passionate act
positive engagement	13	erősségek felfedezése	GRIT <sup>2</sup> learning about character strengths and raising awareness
positive accomplishment positive emotions	14	gondolkodásmód, és annak rugalmassága	open mindset, striving to mobilise prior knowledge, creativity, critical attitudes, fixed and growth mindsets
positive accomplishment positive purposes	15	céltudatosság (célelmélet)	self-identical objectives for mastery and achievement, performance purposes
positive accomplishment positive engagement	16	a képességek irányítása	excellence (striving to become better)
positive accomplishment positive engagement	17	reményteliség	hope for the ability to develop and implement a goal-way strategy
pozitív egészség pozitív kapcsolatok	18	optimizmus	ability to look to a positive future, ability to reframe

<sup>2</sup> GRIT is the tendency to sustain interest in and effort toward very long-term goals. <https://www.authentic happiness.sas.upenn.edu/learn/grit>



pozitív teljesítmény pozitív kapcsolatok pozitív érzelem pozitív elköteleződés	19	GRIT (~erőségek) karaktererőségek fejlesztése /	GRIT = ability * effort, passion, character strength, firmness, perseverance to achieve something
pozitív teljesítmény pozitív célok pozitív kapcsolatok	20	társas/szociális kompetenciák, tudatosság, empátia, tolerancia	social/social awareness, empathy, tolerance, mutual respect, role of community service
pozitív teljesítmény pozitív célok pozitív kapcsolatok	21	önéret, önigazgatás, önuralom	ability to control, properly express, control and develop powerful emotions and impulses over your own body
pozitív egészség	22	mindfulness	mindfulness, present awareness, conscious presence
pozitív egészség	23	reziliencia	spiritual resistance, avoiding rumination
pozitív egészség	24	testtudatosság	healthy eating, sleep, movement (relationship between mind and body), their effect on the individual
pozitív teljesítmény pozitív kapcsolatok pozitív célok	25	felelősségvállalás	responsible decision-making in view of their consequences (avoiding blaming others)
pozitív egészség pozitív célok pozitív elköteleződés	26	holisztikus szemlélet	Striving to achieve global well-being in education as widely as possible.

3. táblázat A magyar indikátorok áttekintése és a PE elemeinek megjelenése az általam készített indikátorlistában

The joint existence and development of these can contribute to the development of desirable school practice in support of critical thinking.

Creating measurability: In the research, the PE model and its indicators were conceptualized by desk research. They were then operationalized at absolute frequency with MAXQDA-assisted semantic content analysis. As the examined units of the research, I defined the framework curricula and pedagogical programs (local curricula) used by the institutions. The results were validated by a written interview with the head of the institution (Program Leader), and, in the case of institutions without program descriptions, I have analyzed books (workbooks, manuals) which help the program to be put into practice. In the local curriculums the incidence of PE indicators was determined. After, as it was previously revealed which PE indicator constituted which PE element, I decided to restructure the data. I got a comparable set of data, for institutions and for programs. Together with single regulators, I have carried out inspections of 21 analytical units in five institutions.

### *Answers to research questions*

- Based on the examination of framework curriculums, it can be stated that PE elements are more emphasized in the alternative framework curriculums than in traditional framework curriculums.
- Based on the content analysis of curriculum regulators, it can be clearly concluded that PE elements are fully reflected in all institutions representing a non-traditional concept, referred as *alternative schools* in the research.
- Based on the content analysis of curriculum regulators, it can be clearly concluded that all the indicators of PE are not displayed in institutions representing a non-traditional concept, referred as *alternative schools* in research.
- Based on the analysis, it can be said that the pursuit of positive psychology and the *increase in the frequency of the flow/flourish* experience are of little interest to the institutions. Based on the research results, I have made it visible that the *flow/flourish* indicator is marginally present in the curriculum regulators under consideration. *flow*
- In schools based on the traditional framework curriculum, the presence of the Happiness Hour program and the Life 7 Habit program promotes the emergence of PE's minds and indicators in the educational and educational process.

### *Structure of the dissertation*

Structure of the dissertation: I first presented certain scientific interfaces of the research (educational sociology, education policy, pedagogy, psychology). Then the exploration of the theoretical background continued along the lines of black pedagogy, reform pedagogical trends, and then positive psychology. The dissertation provides concept explanations showing the most pronounced definitions. In the next part based on the approaches I considered relevant, the dissertation presents the meaning, basis and system of Positive Education, the mutually reinforcing results of positive psychology and pedagogy. I presented the PE education model through the practical operation of Australia's Geelong Grammar School, the reference institution for the Positive Education model. I carried out a description of the system of Hungarian curriculum regulation, and at last the theoretical part with the characteristics of alternative schools and a summary closes the theoretical framework. In the research section, I prepared a detailed description of the Hungarian indicators of the Positive Education model,

which I created based on the research questions, the result of the research, and then Seligman's model. This is followed by a pre-examination and a detailed description of the implementation of the research can be read in the work. I presented the results of the exploration in the general framework curriculum along the lines of positive education elements and positive education indicators. I examined the presence of PE in the research section for non-traditional institutions (in five). The description of the results is closed by the SWOT analysis of the research, summary, conclusions, formulation of proposals.

### *SWOT analysis of research*

Creating the list of indicators based on PE elements is one of the strengths and main value of this research. The research made PE indicators identifiable by clear concepts based on a significant part of the literature. It is free to use for all institutions and may take measures to address any shortcomings that may be present in the institutions along further lines of development. The indicator list could serve as a basis for showing how well the institution implements PE-based education. The examination of the indicator list also shows the emergence of elements of positive psychology in education (along with the PE elements) so that a given institution can also get an impression of the appearance of each element.

The weakness of the research that it covers only the examination of curriculum regulators. The detection of a change in the subject requires psychological competences, so (since I do not have psychological certification) the purpose of the research was not to do so.

At the same time, the impact of positive psychology can be measured in the long term, the process of change is slow and can be measured by testing complex variables. The study analysed curricular regulators from institutions representing a non-traditional school concept and did not look at subject-specific efforts like *Fegyverneki Gergő*, unqualified programs, like KIP., or MQ programs. This may be subject to further investigation.

The *threat* of research is that the subject is popular, it is particularly necessary to stress that it is not the *syrupy happy* (Oláh, 2004) that is important, but the increase in the level of individual well-being that can be put at the service of learning. The research sample is specific, findings can be made only for the institutions examined in the research.

The *possibilities* of research are that the need for change is already present in education. Interpreting the research as the fore wind of paradigm shift, it can be seen as a first summary on the subject. In higher education, the integration of elements of positive psychology into the curriculum framework has already started. At Selye University, some elements of the *Boldogság Óra* have already been introduced during teacher training to develop the social competencies of teacher candidates. In 2018/2019 the Apáczai Csere János Faculty of Széchenyi István University offered a course, titled: *A léleknek idő kell* (Soul needs time) to provide teacher trainees emotional intelligence development and offered Boldogságóra methodology courses as well.

A Széchenyi István Egyetem Apáczai Csere János Karon a 2018/2019. tanév I. félévében indították el *A léleknek idő kell* című szabadon választható tantárgy keretében a tanítójelöltek érzelmi intelligenciájának fejlesztésére és a Boldogságórák módszertanára fókuszáló tantárgyat. Sharing the research could offer additional opportunities for both parties<sup>3</sup>.

#### **I.4. Exploitation of achievements**

In the research, exploratory analysis was carried out in five institutions, per unit of analysis (21 in total). The word document containing the content units of the codes extracted from MAXQDA for analysis is 266 pages, containing 5648 encoded units in total for the 26 PE indicators and 6 PE elements. On this basis, I found that the PE indicator list I created, which indirectly indicates the occurrence of PE elements, is suitable to make the prevalence of Positive Education (based on Seligman's model) visible (measurable) in curriculum regulators. Based on the research, all PE elements appear in all five institutions: *positive relationships, positive performance, positive engagement, positive health, positive emotions, positive purposes*. About pe indicators, it can be concluded that *mindfulness, gratitude, forgiveness and flow* are the least found in the test units.

The volumes of the *Boldogságóra* program and the volumes of the *7 szokás program* contain many things in common. For example, Tibor Benedek also appears in the Boldogságóra Volume (purposes section) and he also wrote a recommendation for the volume *A kiemelkedően eredményes fiatalok 7 szokása* (The 7 Habits of Highly Successful Young People). Emőke Bagdy wrote the foregoing of the book *A kiemelkedően eredményes fiatalok 7 szokása* (The 7

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<sup>3</sup> <https://boldogsagora.hu/hirek/egyetemi-tananyag-lett-a-boldogsagora/> (lt.20.01.12)

Habits of Highly Successful Young People) and she is the chief patron of the *Boldogságóra program*. There are references to the same stories and related material in volumes (e.g. in case of awareness of the role of time). Crosstalk is also common among the tasks that process each theory.

In summary the stem concept of the *Boldogságóra program* and the *Életrevaló 7 szokás programs* are common. PE is based on universal character strengths, which can also be found in Benjamin Franklin's 13 points. Interviews can be considered as less reliable in terms of measurement objectivity than content analysis. The 26 questions set out in the written interview may be suitable for anyone to have an idea of themselves (their institution/program) after answering it, whether the elements and indicators of PE would appear in the education and the education process they are in, or if they appear, in what proportion. In view of this, the interview questions of this research may also contribute to the designation of further development directions.

Further categorisation could be used to study the presence of PE elements and PE indicators, based on the indicator list established. At supra level, EU 2020 (*soft skills*), UNESCO (inclusive environment) guidelines, or examining the latest learning captures and international trends to facilitate learning and improve the effectiveness of the education and education process (Positive Education in different countries). At macro level, study of NAT (National Curriculum Framework) guidelines, IPR system (Integrated pedagogical System) KIP (Complex Instruction Program), thematization of international good practices, comparison of performance indicators per country. Examination and comparison of guidelines for framework curriculums (all institutions using approved alternative framework curriculum) and pedagogical programs at meso level. At the micro level, study of non-accredited good practices, specific, functioning efforts. At nano level, subject-specific efforts in institutions (MQ program, Fegyverneki); and examining and analyzing the use of certain learning methodological programs (Lantos). Extension of research to other institutions of public education (higher education, various institutions of secondary education, dormitory education, kindergarten).

## I.5. Thesis bibliographpy

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## I.6. Own publications related to the dissertation

### *Studies*

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## *Conference Presentation*

2020

14. Nemzetközi Interdiszciplináris Tudományos Konferencia: A „positive egészség” indikátorai Magyarország közoktatásának egyes tantervi szabályozóiban.

ONK Debrecen / Ladnai Attiláné: A positive education Kétújfaluban

HuCER Távkonferencia – elfogadott előadás, COVID miatt poszter formában került bemutatásra / Ladnai Attiláné A Positive Education (PE) indikátorainak megjelenése a Boldogságóra programban.

2019

HuCER (Eger) / Ladnai, Attiláné: A positive education és az inkluzív környezet lehetséges összefüggései.

XIX. Országos Neveléstudományi Konferencia (Pécs) / Ladnai, Attiláné: A positive education manifesztálódása Kétújfaluban.

Horizontok és Dialógusok V. Konferencia (Pécs) / Ladnai Attiláné: A „pozitív pedagógia” lehetséges útjai

11th International Conference of J. Selye University (Komárno) / Ladnai, Attiláné: "Pozitív teljesítmény" az alternatív kerettantervek vonatkozásában.

Kutatók Éjszakája az Óbudai Egyetemen 2019 (Budapest) / Ladnai Attiláné: A pozitív megközelítésmódok jótékony hatásai a mindennapokban.

2018

HuCER (Székesfehérvár) / Ladnai, Attiláné: A Positive Education úttörői Magyarországon.

XVIII. Országos Neveléstudományi Konferencia (Budapest) / Ladnai, Attiláné: A szavak forradalma, az oktatás forradalma? - avagy a Positive Education, hazai és nemzetközi kitekintésben.

Horizontok és Dialógusok IV. Konferencia (Pécs) / Ladnai Attiláné: A virágnak (meg)tiltani nem lehet...(?) taníthatósági-tanulhatósági aspektusok a pozitív pedagógia útján járva

6 th IRI International Educational Conference (Sturovo) / Ladnai, Attiláné: Positive voices from Pécs

„FIATALOK A KÁRPÁT-MEDENCÉBEN A 21. SZÁZADBAN” (Pécs) / Ladnai Attiláné: Kutatói dilemmák a pozitív pedagógia kapcsán.

Magyar Relaxációs és Szimbólumterápiás Egyesület VIII. Országjáró Konferenciája (Pécs) / Ladnai Attiláné: A relaxáció és a pozitív megközelítési módok szerepe a hatékony és sikeres oktatási-nevelési folyamatban.

European Conference on Positive Psychology (Budapest) / Ladnai, Attiláné: Flourish in Classroom, How Stand the Positive Pedagogie in Hungary.

2017

HuCER (Budapest) / Ladnai, Attiláné: Pedagógiai alternatívák a hatékony oktatás szolgálatában, MINDENKI segítségével.

XVII. Országos Neveléstudományi Konferencia, (Nyíregyháza) /Ladnai, Attiláné: „Világ világa, virágnak virága ...” avagy a virágzás / pozitív pedagógia ausztrál modellje.

Horizontok és Dialógusok III. Konferencia (Pécs) / Ladnai, Attiláné: A középiskolások iskolai élményei a Mindenki kapcsán.

XI. Nemzetközi Tudományos Konferencia (Szabadka) / Ladnai, Attiláné: Ha a virág nem virágzik, min változtassunk? – pozitív pszichológia az oktatásban.

Practice and Theory in Pedagogy (Budapest) / Ladnai, Attiláné; Sanda, István Dániel: Well-being in School: Studying, Teaching, Knowledge from a Different Approach

Diszciplínák tanítása – a tanítás diszciplínái 4. A tanulás és a tanítás értékelése, konferencia az ELTE szervezésében (Budapest)/ Ladnai, Attiláné: Tereld más mederbe a folyót! Avagy önértékelés a tanári praxisban.

2016

HuCER (Kaposvár) / Ladnai Attiláné Embert barátjáról, oktatási rendszert reformtörekvéseiről?

XVI. Országos Neveléstudományi Konferencia (Szeged) / Ladnai, Attiláné: Tanul(j)HASS: avagy Motiváció és teljesítménycélok a pozitív pedagógia szemüvegével.

Horizontok és Dialógusok II. Konferencia (Pécs) / Ladnai, Attiláné; Kramarics, Rita: A pedagógusok, mint az oktatáspolitikai aktorai.

IV. Neveléstudományi és Szakmódszertani Konferencia (Párkány) / Ladnai, Attiláné: Pozitív pedagógia: A pozitív (avagy fehér) pedagógia aspektusai a mindennapi oktatási-nevelési folyamatban.

Tudós Tanárok Tanár Tudósok Konferencia az ELTE szervezésében (Budapest) / Ladnai, Attiláné: Tereld más mederbe a folyót!: avagy önértékelés a tanári praxisban.

SJE Nemzetközi Tudományos Konferencia (Komárno) / Ladnai, Attiláné: Értékkételemek és normavilágok a középiskolások szemüvegén keresztül

XXI. Bolyai Konferencia az ELTE szervezésében (Budapest) / Ladnai Attiláné: A pozitív pedagógia. Utópia vagy valóság?

2015

PEME XI. PhD Konferencia. (Budapest) / Ladnai, Attiláné: Álmodjuk meg a pozitív pedagógiát!