

Abstracts

Where to go next in terms of health promotion in Hungarian schools?

László Lippai – József Vitrai

Abstract

The comprehensive institutional health promotion has been a mandatory task for public education institutions for a decade. Recently, however, important international documents have come to light which justify a rethinking and to some extent a reassessment of the national situation. Based on the World Health Organization's (WHO) 2021 publication "Making every school a health-promoting school" and the Schools for Health in Europe Network's methodological manual, updated in 2020, we outline the current objectives of health promotion in public education, the theoretical framework and global standards for effective health promotion, and the professional recommendations for implementation. In our view, the more difficult the financial, professional and social situation of public education institutions, the more necessary it is for them to take steps to mitigate the health threats to their communities, in line with the possibilities. In our study, by analysing the above materials, we aim to provide guidance for educators, school health professionals, school leaders and policy makers interested in health promotion.

Keywords: health promotion, school health promotion

HECAT – Health Education (framework) Curriculum Analysis Tool

Klára Tarkó – Veronika Mátó – Úitumen Erdenezul –
Dóra Szabó-Prievara

Abstract

Recent international research on health behaviour in school-age children reports negative trends, highlighting the importance of improving children's health behaviour from a young age. The school is one of the most important places for socialising children to healthy lifestyles, according to the setting-based approach to health education and health promotion. Building on a holistic approach to health, modern health education addresses the physical, mental, emotional, spiritual, social and societal dimensions of health. Health education is successful when it aims at habit change, i.e. helping to transform lifestyles into a system of habits of pleasure and thus a quality life for a lifetime. In Hungary, the objectives of health education and health promotion in public education are defined in the National Core Curriculum, and detailed in framework curricula, local curricula and pedagogical programmes. This paper aims to provide a brief, awareness-raising introduction to a tool for analysing health education (framework) curricula (HECAT). HECAT is designed to enable a consistent and comprehensive analysis of the representation of health education and health promotion in national-, framework- or local curricula, the results of which can be used to revise, develop and strengthen curricula and thus enable school health educators to better influence the health behaviour and health indicators of school-age children and young people. The document can be used as an effective analytical tool by both the education provider and the school. HECAT can also be used to analyse the national core curricula, but works best when used to analyse the detailed health education and health promotion framework curriculum.

Keywords: health promotion, health education, health behaviour, curriculum analysis

Participatory methods in school health promotion

Zsófia Kollányi – Melinda Várfi

Abstract

Participatory methods are used in the design process of health promotion programs in many parts of the world. The essence of the method is to involve the target group of a program as well as other stakeholders in the development process of the program itself, beginning with the problem assessment phase. The programs developed this way can rely on more realistic and precise problem definitions that are more in line with the target group's perception of reality; develop interventions that are better suited to these and to the available resources and limitations; and enjoy a greater commitment of those involved both to the program and in general to overcoming the problem itself. Therefore, participatory programs can be equal competitors to programs designed in a non-participatory, expert-based process in terms of effectiveness and efficiency. In addition, the participation process itself can initiate a number of positive changes in local communities, which themselves can have an impact on health status: the empowerment of citizens with little or no power and, in general, the promotion of a say in shaping public affairs as a democratic right. Participatory programs, however, can differ significantly depending on the initial timing of the involvement in the decision-making process, as well as the method and the ultimate goal of the involvement. According to scientific experience, the participatory process can be more effective if the stakeholders are involved as early as possible in the process, in a way that allows interactions between the stakeholders to the greatest extent possible, and with the honest intention of actual empowerment of people.

Keywords: health promotion; participatory methods; school health; democracy

The introduction of the health sciences course in Hungarian education. Health education in primary schools (1946-1950)

Natasa Fizel

Abstract

The importance of a healthy lifestyle and health promotion is increasingly in the spotlight today. The protection of physical and mental health is a defining problem in the 21st century, and counteracting the adverse effects is an important mission. We only need to think about environmental protection, global epidemics, diseases caused by stress, or the negative consequences of a sedentary lifestyle, which is increasingly common with the spread of mass media. These problems do not only affect adults, children also suffer intensely. And the negative effects on children always become problems for the education system. In addition to the fact that education for a healthy lifestyle is an important task of public education, eliminating the harmful effects caused by the world around us, which is often reflected in the behaviour of pupils, is - in part - also the schools' task. In this study, I present the origins and the first steps of this mission, primarily with regard to schools for 6-14-year-olds (elementary school, civil school and then primary school), that is the appearance of health sciences, health promotion as content, and later as a subject in the Hungarian education system. After the presentation of the first 1917 curriculum supplement related to healthy living, I analyse the curricula of both elementary schools and civil schools between the two world wars, monitor the emergence and then disappearance of the health sciences subject, and then briefly review the new type of school created in 1946, the circumstances of the establishment of the primary school, as well as the curriculum published in 1946 and 1950, of course also searching for content related to health promotion.

Keywords: health sciences, health promotion, primary school

Health promotion in schools. Best practice from Germany

Gabriella Nádudvari – Tünde Sárvári

Abstract

One of the most important elements of the strategies “Healthy Hungary 2014-2020” (EM, 2015) and “Healthy Hungary 2021-2027” (EM, 2017), which define the main public health goals and actions, is the comprehensive institutional/school health promotion, which focuses on healthy nutrition, daily physical education and other physical activity, education for mental health and the transfer of health knowledge and skills. The aim of our research is to investigate what good practices can be found in Germany, which, according to the 2022 survey of the German Federal Statistical Office, has the highest amount of money spent on school health promotion compared to EU Member States (DESTATIS, 2022). We are particularly interested in the topics, target groups and success rates of projects at national and province level. Our research shows that, in addition to emphasising the importance of a balanced diet and sufficient physical activity, they focus on strengthening resilience, effective stress management, effective prevention of addictions and the promotion of non-violence. The reports on the project results show that the effectiveness of each health promotion initiative depends on the participants’ sensitivity to the topic, their willingness to cooperate and their networking efforts. In order to ensure the effectiveness and sustainability of school health promotion programmes in Hungary, it is worth drawing on the experience of health promotion projects in Germany.

Keywords: Germany, health promotion in schools, good practices

Problematic amount of internet use among children – Application of the Internet Addiction Test for Families (IAT-F) in Hungary

Dóra Szabó-Prievara – Klára Tarkó

Abstract

The early use of the internet is becoming an increasingly common phenomenon, and the children are becoming users of the digital world at a more and more younger age. As they get older, the amount of their internet use further increases, and even a problematic internet use may develop in adolescence. The level of involvement in certain online activities is so high, that it can lead to the neglect of other areas and tasks (e.g., homework, sleep, friends) in the life of the child. In our research, we translated the Internet Addiction Test for Families (IAT-F) questionnaire to Hungarian, and we used the two separate sets of questions compiled for parents of children aged 3-11 (Problematic and Risky Media Use in Children Checklist) and 12-18 (Parent-Child Internet Addiction Test). 225 parents participated in the data collection, their children were 117 girls and 108 boys, 114 from the age group of 3-11 and 111 from the 12-18 years old one. According to our results, more than 30 percent of the 3-11 years old age group was exhibiting risky or problematic behaviours, and among the 12-18 years old children 20 percent was at moderate, and 10 percent was at severe level. Moreover, the screen use behaviour of the parents (both in quantity and quality) correlated with the habits of the child. All these highlight the responsibility of the parents in creating the digital habits of the children, even in adolescence, not only through their regulation, but also as a role model.

Keywords: problematic internet use, child, parent, screentime

The importance of family patterns – children’s and parents’ media use during COVID-19

Dóra Szabó-Prievara– Gabriella Nádudvari

Abstract

Nowadays, children are also considered as media users, and this process has only been accelerated by the COVID-19 pandemic, for example by the transition to the online education. The aim of our research was to examine the parental attitude towards the media using habits of their child and the principles of regulation. We were especially interested in how the previous use has changed during the pandemic. 30 participants were interviewed, 15 parents (5 parents of pre-schoolers, 5 parents of elementary school children, and 5 parents of adolescents), and 15 participants who are planning to have children in the future. The data collection took place in the spring of 2022. The main focus of the questions were the digital facilities of the families, the amount and the rules of using digital devices. Based on our results, the families are well equipped with digital devices, and the preferred device is changing with the age of the child. The main activity is watching television among the pre-schoolers, while later on the smartphone and the children’s own computer or laptop takes this place. The intensity of media use increases with age, and particularly increased during the pandemic. At the same time, parental control and the regulation of the media use decreased. However, the parental model of the use has significant impact on the child’s own habits (especially at primary school age). The regulation should include not only the amount of the digital content, but also the quality and the conditions of the consumption.

Keywords: media use, parental role model, COVID-19 pandemic

The formation and prevention of burnout

Mária Mihálka

Abstract

The mental well-being of teachers cannot be considered as a private matter: they set an example with their behaviour to the pupils they educate and teach. In the helping profession the main tool of the individual is his or her own personality, and the protection or maintenance of this requires enhanced attention, awareness and responsibility in the individual’s life. Different professional situations challenge helpers, because their responsibility extends to the people who are entrusted to them. Other than doubled responsibility throughout practicing their profession they are exposed to enhanced spiritual and physical strain, which makes an impression and can leave a mark on their spiritual, physical or mental health, therefore, conscious professional presence and responsibility has inestimable value. The teaching profession is a stressful job. Without the protection or maintenance of the individuals’ personality, he or she risks his or her health. The manifestation of this imprint or mark could be the phenomenon of burnout. Burnout is the spiritual, physical and emotional exhaustion formed by prolonged strain and stress, during which in their social interactions the individuals cannot judge realistically either their own or other people’s behaviour or performance in their environment. Negative self-evaluation and a more negative peer perception than reality is common. Work-related goals are devalued; the joy of working and the creative enthusiasm disappears and the individual’s ability to cope is impaired. In the process of preventing burnout, the drafting of prevention options is necessary on personal and organizational levels.

Keywords: burnout, causes of burnout, process of burnout, prevention of burnout

Pedagogical approaches in relations and community development

Veronika Mátó

Abstract

In this short theoretical work, the understanding of community, its functioning and the characteristics of a well-functioning community will be presented. It also describes the importance of pedagogy in community development. It is crucial that professionals working with communities have this knowledge to help them to be effective in their work. A community can be taken as a cluster (Ewles and Simnett, 1999) or as a ‘dynamic social unit’ (Szécsényi, 2009), but it cannot be equated with the term group (Gergencsik, 2005). When a community functions well, whose characteristics are known in the literature, a sense of community is created. We become members of many communities throughout our lives. As a member of communities, relationships are formed between individuals, sometimes characterised by conflicts. As long as a community has not achieved its purpose, it exists, and there is room for improvement. The community development activity is based on understanding the potential of the community and its individual members, and fosters cooperative action. In doing so, we promote experiential learning, which helps to create a sense of community. There are many ways of learning about communities, one of which can be drama pedagogy. The game as a method can contribute to the development of communities.

Keywords: community, relationship building, community development, pedagogy

The importance of regular physical activity in the school setting

Gabriella Pósa

Abstract

In this study, we would like to provide a brief overview of the importance of regular physical exercise, whether as a preventive or curative intervention in the school setting. Within these walls, both the adult and student populations are present, including several generations, thus giving a very diverse picture of how they are affected by the physical, mental, social, environmental and societal influences. The focus is on the primary prevention and treatment of chronic, non-infectious diseases (mental disease, cardiovascular disease, musculoskeletal disorders and cancer). Musculoskeletal diseases are one of the most common problems among the working population and among students. These have an impact on our everyday life and quality of life. Generally, more than one body part or organ or organ system is affected, and multiple factors play a role in their development at the same time, so the approach must be holistic and as comprehensive as reasonably practicable (Erick, 2022).

Keywords: educators, pupils, spine, prevention

Reflections on the history of health education in schools

Attila Nóbik

Abstract

In modern societies, school systems perform many non-instructional tasks, including health education and health promotion. The aim of this study is to present features that have played a role in the development and establishment of health education in schools. The study argues that the emergence of health education in schools is closely tied with the emergence of modern societies and some of their basic phenomena. Therefore, in the first part of the paper, we present some of the features of the modernization. The increased social and governmental demand for control of the human body and mind became one of the most important consequences of modernization. Modern societies aim at defining normality and making common bodily and mental functioning general and repressing abnormality. The social discourse on the body and the mind, which is described in the literature as ‘hygiene discourse’, has increasingly been conducted in medical language. Handling social issues as medical problems – medicalization – is a fundamental phenomenon of modern societies. In the final part of our study, we describe the process by which modern mass education systems and pedagogy have become a key

tool for solving social problems. Pedagogization explains the reasons why the discourse of hygiene emerged in the school context. In our opinion, health education in schools can be understood as a discourse that has medical language and takes place in schools.

Keywords: health education, modernization, hygiene discourse, medicalization, pedagogization

Health behaviour during pregnancy in national and international comparison – educational opportunities in the field of health education

Zita Kocsis-Fuszkó

Abstract

It is common among pregnant women to be more motivated to change their lifestyle during pregnancy, and to pay more attention to healthy nutrition and proper physical exercise. That is why it is worth paying more attention during this period to education related to lifestyle changes and to the organization of various prevention programs, since the women in this group are more open to health-related information. By health behaviour we mean all behaviours that are aimed at influencing health, such as healthy nutrition, physical exercise, taking vitamins, as well as health-damaging behaviours like smoking or alcohol consumption. In this study, we present the similarities and differences related to health behaviour measured in national and international samples. The comparison revealed that a certain proportion of Hungarian women did not consider healthy nutrition important before pregnancy, but this changed during pregnancy, while in England most of the respondents pay attention to healthy nutrition even before pregnancy. In Hungary, the proportion of expectant mothers taking vitamins is higher than in foreign countries. In terms of physical exercise, less than half of Hungarian women do at least 150 minutes of physical exercise a week, while a higher proportion of foreign women were physically active. The percentage of smokers is similar, but the percentage of those who drink alcohol is much higher in the Hungarian sample.

Keywords: pregnancy, health behaviour, health education, prevention

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Lippai László – Vitrai József

Merre tovább a magyar iskolai egészségfejlesztésben?

A teljeskörű intézményi egészségfejlesztés a köznevelési intézmények egy évtizede kötelezővé tett feladata. Azonban a közelmúltban olyan fontos nemzetközi szakdokumentumok láttak napvilágot, melyek indokolttá teszik a hazai helyzet átgondolását, és bizonyos mértékű újraértékelését. Az Egészségügyi Világszervezet (WHO) 2021-ben megjelent „Tegyük minden iskolát egészségfejlesztő iskolává” című szakanyaga, valamint az Iskolák az Egészségért Európában Hálózat módszertani kézikönyvének 2020-ban aktualizált verziója alapján tanulmányunkban felvázoljuk a köznevelésben megvalósuló egészségfejlesztés jelenlegi célkitűzéseit, a hatékony egészségfejlesztésre vonatkozó elméleti kereteket és globális standardokat, valamint a gyakorlati megvalósításra vonatkozó szakmai ajánlásokat is. Megítélésünk szerint minél nehezebb anyagi, szakmai és társadalmi helyzetben vannak a köznevelési intézmények, annál szükségesebb, hogy a lehetőségekhez igazodva önerőből is történjenek lépések az adott közösség egészségét veszélyeztető tényezők enyhítésének irányába. Tanulmányunkban, a fenti a szakanyagok elemzésével ebben szeretnénk támpontokat nyújtani az egészségfejlesztés iránt érdeklődő pedagógusok, iskolaegészségügyi szakemberek, iskolai vezetők és döntéshozók számára.

Tarkó Klára – Mátó Veronika –

Uitumen Erdenezul –

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HECAT – Az egészségnevelési feladatok (keret)tantervi megjelenésének elemzésére szolgáló eszköz

Az egészségnevelés, egészségfejlesztés szintér alapú megközelítése értelmében az iskola az egyik legfontosabb helyszíne az egészséges életmódra történő szocializálásnak. A modern egészségnevelés az egészség holisztikus megközelítésére építve egyaránt foglalkozik az egészség testi, mentális, érzelmi, spirituális, társas és társadalmi dimenzióival. Az egészségnevelés akkor sikeres, ha a szokásváltoztatást tűzi ki céljául, vagyis segíti az életmódot örömmel végzett szokások rendszerévé alakítani

és ezáltal minőségi életet élni élethosszig tartóan. Az egészségnevelés, egészségfejlesztés közzétételére vonatkozó célkitűzéseit Magyarországon a Nemzeti Alaptanterv határozza meg, részletezése a kerettantervek, helyi tantervek és pedagógiai programok szintjén történik. Jelen írásunk egy az egészségnevelési (keret)tantervek elemzésére szolgáló eszköznek (Health Education Curriculum Analysis Tool – HECAT) a rövid, figyelemfelkeltő bemutatására törekszik. A HECAT célja, hogy lehetővé tegye az egészségnevelés, egészségfejlesztés nemzeti-, keret- vagy helyi tantervi megjelenésének konzisztens és átfogó elemzését, melynek eredményei nyomán sor kerülhet a tanterv felülvizsgálatára, fejlesztésére és megerősítésére és ezáltal az iskola egészségnevelési feladatokat ellátó pedagógusai képessé válnak hatékonyabban befolyásolni az iskoláskorú gyerekek és fiatalok egészségmagatartását és egészségmutatóit.

Kollányi Zsófia – Várfi Melinda

Részvételi módszerek az iskolai egészségfejlesztésben

A részvételi módszereket a világ számos pontján alkalmazzák egészségfejlesztési programok kidolgozásában. A módszer lényege, hogy egy program célcsoportját és más érintettjeit magukat is bevonják a program kidolgozásába, akár a problémafelmérés fázisától. Az így kidolgozott programok realitásabb, pontosabb, a célcsoport valóságérzéklésének jobban megfelelő problémadefiníciókat, az ezekhez és a rendelkezésre álló erőforrásokhoz és korlátokhoz jobban illeszkedő beavatkozási irányokat alkalmaznak, és jelentősen növekedhet az érintettek elkötelezettsége a program, illetve a probléma leküzdése iránt. Ezért a részvételi alapokon álló programok hatásosság és hatékonyság tekintetében is versenyképesek az érintetteket be nem vonó, kizárólag szakértői tervezésen alapuló programokkal szemben. Emellett a részvételi eljárás maga is számos pozitív folyamatot indíthat be a helyi közösségekben, amelyek maguk is hatással lehetnek az egészségi állapotra. A részvételi programok jelentősen különbözhetnek egymástól aszerint, hogy a döntéshozatali, illetve döntéselőkészítési folyamat mely szakaszában, milyen módon, és milyen céllal vonják be az érintetteket. A tapasztalatok szerint annál nagyobb hatású lehet a részvételi folyamat, a döntéshozatalnak minél korábbi szakaszában, az érintettek egymás közötti interakcióit minél nagyobb mértékben lehetővé tevő módon, és a tényleges megerősítés szándékával történik meg az érintettek bevonása.