
Abstracts

Examining the Relationship Between Sport, Physical Activity and 'Green Attitudes' among University Students from Different Academic Disciplines

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Abstract

The United Nation's Agenda 2030 framework highlights the role of sport in promoting sustainable development across areas such as healthy lifestyles, well-being, quality education, gender and national equality, and peaceful societies. Thus, the goals of Agenda 2030 align with the objectives of the Olympic movement. The IOC's holistic approach was reflected not only in environmental concerns but also in the sustainability of athletes' mental well-being during the 2024 Paris Olympic Games.

The main objective of our research is to explore the role of green attitudes and sport in the sustainable practices of Generation Z university students from the disadvantaged Northern Great Plain region. We examined students from three clearly distinct academic disciplines: sports sciences (N=170), teacher education (excluding physical education) (N=176), and engineering-agriculture (N=170). The total sample size was 509 participants (N=509). Data analysis was conducted using SPSS Statistics 25.0.

Based on the negative future outlook of Generation Z, as reflected in our first three hypotheses, we identified the phenomenon of "neutral spillover." This is consistent with the findings of Lenzi et al. (2023), which reflect the uncertain life circumstances of today's young university generation. A novelty of our study is the creation of the Olympic factor related to the 2024 Paris Olympics, within which we identified both "green" and "social" sub-factors. These allow us to highlight the positive "spillover" effect of global sporting events, influencing students' sustainable attitudes toward mental well-being. This supports the idea that sport can become a tool for sustainability education, especially among younger generations.

Physical and mental well-being play a crucial role in the lives of Generation Z, which underscores the relevance of our topic regardless of academic discipline, gender, or social background. Since this generation has been socialized in the digital media world, the Internet can play a central role in engaging them in eco-conscious sports events.

Keywords: sport, environmentally conscious attitudes, spillover effect, Olympic factor

Insights from the Analysis of the AIAPT_2024 Survey: The Integration of Artificial Intelligence into Physical Education Teacher Education

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Abstract

The rapid development of artificial intelligence (AI) has significantly influenced education systems worldwide, yet its integration into practice-based teacher training programs, such as physical education (PE), remains underexplored. Focusing on a pilot study conducted in Hungary, the research investigates the knowledge, attitudes, and usage patterns of AI among university students enrolled in PE teacher training. Findings suggest that while students are increasingly aware of AI technologies, their practical implementation within PE education is still limited. The study underscores the importance of pedagogically grounded AI integration and the need for targeted training and institutional strategies to support its effective use in skills-oriented teacher education.

Keywords: Artificial Intelligence (AI); teacher training; Physical Education teacher

Evaluating the Impact of a Gamified Foreign Language Teaching Unit Tailored to the Student Group in the 6th Grade

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Abstract

With the introduction of new educational methods and strategies, teachers have the opportunity to adjust the teaching and learning process, enhancing its effectiveness. Within the literature on gamification, the importance of understanding participants is often emphasized. However, in the Hungarian context, this preliminary analysis is frequently absent, or the characteristics identified are not directly relevant to personalizing a gamified system. Our research aimed to address this gap in the Hungarian literature by empirically examining the impact of a gamified system on motivation and the learning process when it is designed on the basis of students' preferences and needs identified in the preliminary analysis. Our study involved 13 sixth-grade students in a teacher training school of the chief town of a county, within the framework of a six-lesson gamified unit. Overall, the intervention yielded positive results: students reported reduced anxiety related to grades and, based on the qualitative feedback, described the lessons as enjoyable. However, no statistically significant differences were found between the pre- and post-questionnaire results. This outcome may be attributed to the short duration of the intervention and the small sample size. Nevertheless, our findings highlight the importance of examining students' learning self-concept and sources of classroom anxiety when implementing gamification, as these play a decisive role in its efficacy for individual learners. These insights may contribute to expanding the Hungarian and international academic discourse in the field.

Keywords: gamification; anxiety; learning self-concept

Entering the World of Music. The History of Hungarian Children's Concerts (1920s–1974)

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Abstract

Our study explores the history of Hungarian children's and youth concerts, situating their development within an international context. Beginning at the turn of the 19th and 20th centuries, we present key American and European concert pedagogy initiatives, along with two Hungarian concert series modelled after them, both of which played a decisive role in shaping the country's approach to children's concerts. In Hungary, the first children's concerts emerged in the early 20th century. However, it was not until the Kis Filharmónia (Little Philharmonic) (1938–1944) and the Ifjú Zenebarát (Young Music Lovers) (1954–1990) programmes that systematic, pedagogically grounded concert series became a regular feature. The Kis Filharmónia was heavily influenced by contemporary pedagogical principles and insights from the 1937 Paris International Conference on Music Education. The primary goal of this concert series was to cultivate children's appreciation for music and to establish a concert-going culture. These concerts combined classical and Hungarian folk music, integrating thematic programmes that merged musical experience with pedagogical methods. Performances were further enriched with community singing and recitations. After the Second World War, the National Philharmonic assumed responsibility for organizing youth concerts, building upon the foundations laid by the Kis Filharmónia. With state support, the Ifjú Zenebarát programme expanded, reaching a broader audience and evolving into a nationwide network. The thematic concerts were tailored not only to the age of the audience but also to their musical proficiency. From the 1960s onward, additional Ifjú Zenebarát Klub (Young Music Lovers Clubs) were established alongside the youth concerts, and a specialized magazine, Ifjú Zenebarát, was launched. These three pillars of extracurricular music education—concert series, clubs, and publications—formed the basis of the Hungarian Young Music Lovers' Organisation, which later became a member of the Internationales Jeunesses Musicales.

Keywords: Concert pedagogy; Youth concerts; Kis Filharmónia (Little Philharmonic); Ifjú Zenebarát (Young music lovers)

Patterns of Protestant Ethics in Talent Rescue Efforts in Interwar Hungary

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Abstract

This study examines the Protestant ethical foundations underlying talent rescue efforts in Hungary between the two World Wars, with a particular focus on the differences between the initiatives of Reformed secondary schools and those of the state. Through the comparative analysis of Rita Kattein-Pornói's doctoral thesis and Max Weber's *The Protestant Ethic and the Spirit of Capitalism*, it becomes clear how the Reformation's concepts of work and learning influenced domestic talent development practices. Reformed schools, driven by the spirit of *Werkheiligkeit*—the sanctification of action—shaped children's worldviews by emphasizing learning, work, and social responsibility as moral obligations. In contrast, state-run programs prioritized systemic maintenance over individual moral and spiritual growth. The religious background, particularly Protestant Puritanism, played a critical role in making talent development not only an educational issue but also a question of social ethics. The study highlights how religious ideas were deeply embedded in contemporary educational practices, transmitting enduring values that continue to influence the history of talent development in Hungary.

Keywords: protestant ethics, talent development, talent rescue, relationship between religion and education

Exploring the complex impact of the Trefort Nomad Camp on the classroom community and students

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Abstract

Mankind is caught up in a global polycrisis, including climate change and environmental and conservation issues. To address and solve these, it is essential that students acquire the skills to become responsible citizens who understand their environment. Every May, the ELTE Trefort Ágoston Practice High School organizes the Nomad Camp, in which ninth-grade students spend a week in nomadic conditions in Hungary. In this study, we investigated the impact of the camp on: the environmental awareness of the participating students; class community and friendships; the development of skills and abilities; and how long the participants feel the impact of the camp? Two data sources were analyzed: a dataset comprising three measurements, incorporating a control and an experimental class; and a survey completed by former students from the camp's first 20 years. After the camp, students believe that they can live a fulfilling life with less energy usage and can be environmentally conscious without sacrificing essentials. The results show that almost two thirds of the campers agree that they have improved their spatial orientation, and their understanding of nature and their own physical limits. More than half stated that they can work better with their classmates. Nine out of ten reported that a significant aspect of the camp was the opportunity to challenge themselves in a new situation. Eight out of ten students highlighted the importance of proximity to nature, learning about it, and the value of team building. The results of the questionnaire, which covered a period of 20 years, also demonstrate that more than two-thirds of campers believe that the camp still has a noticeable impact on their lives at the time of completing the questionnaire (i.e., at least three years after participating).

Keywords: nomadic camp; environmental education; sustainability education; ELTE Trefort Ágoston Practice High School