

ABSTRACTS

BOROSÁN, LÍVIA – BUDAINÉ CSEPELA, YVETTE – CSERNY, ÁKOS – SOÓS, ISTVÁN – HAMAR, PÁL: Black pedagogy in school physical education and sports

For a researcher, understanding the pedagogical-sports pedagogical background behind the phenomenon of black pedagogy includes a synthesizing knowledge of the co-sciences, as well as an understanding of their research methods and areas. Behavioral research in black pedagogy must also integrate psychological, sociological, philosophical, and legal goal systems, themes, and specializations. In our study, using the Anglo-Saxon “new history” method of research from the United States in the 1970s, we explore the historical, philosophical, contemporary pedagogical aspects of the phenomenon of black pedagogy with a strong focus on sports pedagogy and the context of school physical education. At the philosophical roots, we highlight the tendencies of anti-pedagogy and black pedagogy, we emphasize their different and cohesive statements and their significance in relation to the harms committed against children - pedagogical and sports pedagogical. Nor can sports pedagogy and legal aspects be avoided for a comprehensive discussion of our topic. In addition to the theoretical elaboration, we also examined the role of physical education teaching and the development of black pedagogy in sports clubs in the framework of an empirical research.

Keywords: *sport pedagogy, black pedagogy, grievance, children's rights, retrospective method*



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DERZSI-HORVÁTH, MARTINA – MASA, ANDREA – BÁNFAI-CSONKA, HENRIETTA – BÁNFAI, BÁLINT – SZABÓ, ATTILA³ – DEUTSCH, KRISZTINA: Self-rated health status of high school students learning in different type of schools in light of their health-protective and risk behaviours

Continuous monitoring of health-related factors of children and adolescents is essential, due to the impact of their behaviours on their adult health.

The aim of our present research was to measure the health and risk behaviours of high school students with focus on examination of different school types. Our quantitative, cross-sectional research was conducted among year 9 students studying in two high schools in Pécs (n=163). The self-designed questionnaire included sociodemographic data, where groups of questions related to health status, health and risk behaviour. In addition to descriptive statistics, the chi square test, Fischer's Exact test, the Mann-Whitney and Kruskal-Wallis tests, and the Bonferroni correction were used to search for correlations ($p \leq 0,05$). Our sample includes students in high school (30.1%), technical school (28.2%), and students in vocational education and training (41.7%). 76.1% of the students surveyed consider their health to be excellent or good. Of the school types, one third of students in vocational education/training consider their health to be only adequate or poor. A pairwise comparison of school types shows that high school students scored significantly higher on the psychosomatic symptom scale for the past six months versus both technical ($p < 0.001$) and vocational education and training school students ($p < 0.001$). High school students consume a significantly higher proportion of fruit ($p = 0.002$) and exercise at a higher rate at least twice a week ($p = 0.008$) compared to students in vocational education and training. Both technical school ($p = 0.020$) and vocational education and training students ($p < 0.001$) smoke significantly more often compared to highschool students. In self-rated health, we found a correlation with the frequency of psychosomatic symptoms as well as with a number of factors related to health behaviours.

Our results confirm the relationship between subjective health and health behaviour, support previous research findings on school types, confirming the importance of school health education based on real needs with a central role for mental health, differentiated objectives, and a methodology for attitude and behavioural change.

Keywords: *adolescence, type of schools, self-rated health, health-protective, risk behaviour*
