

ABSTRACTS

VIDA, GERGELY: How the diagnosis of learning disability becomes a stigma – or what is more important: the diagnosis or children?

A lot of criticism has been levelled against the Hungarian system of complex diagnostics for special educational needs to the effect that it practices “over-diagnosis”, resulting in irrationally high numbers of children diagnosed with learning disability in Hungary. It is, however, difficult to compare Hungary with other OECD countries, as the structure of the diagnostics and care system is different in several essential aspects (Vida, 2014). This is due to the fact that the basis for defining the range of children with special educational needs differs from the practice of OECD countries. Diagnostics in Hungary is of high standard, accurately predicting school performance. Nevertheless, it is uncertain how effective the educational system is in terms of performing the integration. The SNI status increasingly serves as a basis for discrimination. While it was previously considered as an advantage in the process of school admissions, it has become a cause for disqualification in many parts of the country. There is a multitude of reasons, but one factor clearly stands out: the distrust in the expected performance of children with special educational needs originating in repeated misunderstandings of the system of exemptions from, and assistance provided in, certain courses. More and more institutions exclude from their articles

of association the option of enrolling children with learning disabilities; one of the reasons having to do with decreasing levels of support provided for integration through additional financial resources offered by the education financing system. A number of practice schools working with teacher training institutions also refuse to enrol children with special educational needs. Legal, financial, management and methodological factors also play their part in this complex process, in which special educational needs – with learning disability among them – can become a stigma.

It would be of utmost importance to incorporate the observations of the diagnostic professionals performing the diagnoses into the legislation process in order to close the divide between the categories of legal classification on the one hand and the definitions used by the profession on the other hand. In a similar vein, teachers’ observations should also be duly considered, since they are the professionals performing the practical work, i.e. the implementation of the integration process itself. A comprehensive process of harmonisation is required, in which professional, legal, financial and quality assurance principles must be prevalent at the level of systems development and management as well.

Keywords: *SNI, learning disability, diagnosis, system of care for children with special educational needs, integration, inclusion*

MORVAY-SEY, KATA – MITZINGER, KITTI – VASS, LÍVIA: The education „Martial arts, self-defense” topic survey, longitudinal study among physical education teachers in Pécs

The „Martial arts, self-defense” as a curricular theme got into the Physical Education and Sport section of the National Curriculum in 1998. This topic as a content has been in the public education for 18 years. We can often meet PE teachers who have declared that they are reluctant or do not teach this content, despite the fact that if physical education is chosen, it is compulsory at advanced level and optional (instead of swimming) at standard level of General Certificate of Education. Even as a reason why they do not teach the curriculum materials provided by the equipment-infrastructure and staffing conditions are the most frequently mentioned. They do not feel sufficiently prepared, confident to teach this topic. The study aims at presenting a comparative, longitudinal study, in which the teachers of Pécs were asked about the „Martial arts, self-defense” curriculum content and its practical implementation. The three-tiered follow-up study, in every six years including academic years

of 2002/2003 (n = 83), 2008/2009 (n = 65) and 2014/2015 (n = 115) using questionnaires is about to introduce the changes of teaching „Martial arts, self-defense” in Pécs (N = 263). In the study above several factors were examined: place of graduation, degree of education and the analyzed data relating to the acquisition of combat sports as well. It can be seen that there are two vital roles in the perspective of application in school: the teacher’s degree of education (university, college), and whether he or she met this topic during the teacher training. The following practical implementations in the school were examined: educational willingness, taught content and changes in the number of hours spent on the content as well. The contents taught in physical education classes met the recommendations of the curriculum frame (2012). Those contents are typical that require no special tools (tatami), nor knowledge (combat sports and exercises).

Keywords: *martial arts, self defense, national curriculum, staffing and equipment conditions*
